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Proceedings
OF THE
SIXTY-THIRD ANNUAL
CONVENTION
OF THE
Middle States Association
of
Colleges and Secondary Schools
1949

CHALFONTE-HADDON HALL, ATLANTIC CITY, N. J.
FRIDAY AND SATURDAY
NOVEMBER 25 and 26, 1949



PUBLISHED BY THE ASSOCIATION
1949

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***The 64th Annual Convention of the Association will be held at
Chalfonte-Haddon Hall, Atlantic City, New Jersey, on Friday and
Saturday, November 24 and 25, 1950.***

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CONTENTS

	PAGE
List of Officers	4
Members of Commissions	5
Representatives on the College Entrance Examination Board	6
Representatives on the American Council on Education	6
Representatives on the National Committee of Regional Accrediting Agencies	6
Fraternal Delegates	6
Special Committees	6
Program of 1949 Convention	7
General Session, Friday morning	
Report of the Secretary	8
Report of the Treasurer	12
Auditors' Report	13
Report of the Commission on Institutions of Higher Education	
Frank H. Bowles, Chairman	13
Report of the Commission on Secondary Schools	
R. D. Matthews, Chairman	15
Report of the Joint Committee on School and College Relations	
E. D. Grizzell, Chairman	18
Report of the Nominating Committee	
Galen Jones, Chairman	19
Recent Developments in Accrediting Procedures	
Frank H. Bowles, Presiding	20
Revision of the Evaluative Criteria	
R. D. Matthews, Presiding	29
General Session, Friday afternoon	
Liberal Education	
James L. Holloway, Jr.	31
Education for Voluntary Citizenship	
Katharine E. McBride	39
New Horizons in Higher Education	
Alvin C. Eurich	46
Dinner Session	
The Education of Tomorrow's Citizens	
Harold E. Stassen	55
General Session, Saturday morning	
Trading Ideas with the World	
William C. Johnstone, Jr.	62
Building Understanding through Exchange of Persons	
Donald J. Shank	69
List of Member Institutions	
Accredited Colleges	74
Accredited Junior Colleges	77
Accredited Secondary Schools	78
Membership Organizations	105
Honorary Members	105

LIST OF OFFICERS, 1949-50

PRESIDENT

JOHN F. GUMMERE, *Headmaster*, William Penn Charter School.

VICE-PRESIDENT

REVEREND FRANCIS L. MEADE, *President*, Niagara University.

SECRETARY

KARL G. MILLER, *Dean*, University of Pennsylvania.

TREASURER

BURTON P. FOWLER, *Principal*, Germantown Friends School.

EXECUTIVE COMMITTEE

WILLIAM S. CARLSON, *President*, University of Delaware, Newark.

NATHANIEL A. DANOWSKY, *Principal*, Western High School, Washington, D. C.

IRENE M. DAVIS, *Registrar*, Johns Hopkins University, Maryland.

LEMUEL R. JOHNSTON, *Principal*, Clifford J. Scott High School, East Orange, New Jersey.

MOTHER ELEANOR M. O'BYRNE, *President*, Manhattanville College of the Sacred Heart, New York.

ROSAMUND CROSS, *Headmistress*, The Baldwin School, Pennsylvania.

LEVERING TYSON, *President*, Muhlenberg College, retiring President of the Association (coopted).

FRANK H. BOWLES, Chairman of the Commission on Institutions of Higher Education, *Ex-Officio*.

R. D. MATTHEWS, Chairman of the Commission on Secondary Schools, *Ex-Officio*.

COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION

TERMS EXPIRING IN 1950: Registrar EUGENE F. BRADFORD, Cornell University; President HARRY A. SPRAGUE, Montclair Teachers College; Vice-President E. K. SMILEY, Lehigh University; Director JOSEPH C. GLOSE, Woodstock College.

TERMS EXPIRING IN 1951: President CALVERT N. ELLIS, Juniata College; Principal WILMOT R. JONES, Wilmington Friends School; Secretary-General ROY J. DEFERRARI, Catholic University of America; Vice-President GEORGE A. BRAKELEY, Princeton University.

TERMS EXPIRING IN 1952: Dean MARGARET T. CORWIN, New Jersey College for Women; Provost MILLARD E. GLADFELTER, Temple University; President PAUL D. SHAFER, Packer Collegiate Institute; President LEVERING TYSON, Muhlenberg College.

The President of the Association.

The Secretary of the Association.

Honorary Members:

Dr. FREDERICK C. FERRY.

Dr. GEORGE WM. MCCLELLAND.

Dr. DAVID A. ROBERTSON.

Dr. CHARLES C. TILLINGHAST.

Dr. FRANK H. BOWLES.

COMMISSION ON SECONDARY SCHOOLS

TERMS EXPIRING IN 1950: Registrar GEORGE B. CURTIS, Lehigh University; Headmaster GREVILLE HASLAM, Episcopal Academy; MRS. ORDWAY TEAD, President, Briarcliff Junior College.

TERMS EXPIRING IN 1951: Assistant Superintendent NORMAN J. NELSON, Washington, D. C.; Director EDWARD B. ROONEY, S.J., Jesuit Educational Association, N. Y.; Professor R. D. MATTHEWS, University of Pennsylvania, *Chairman*.

TERMS EXPIRING IN 1952: Principal HYMEN ALPERN, Evander Childs High School; Assistant Commissioner of Education HEBER H. RYAN, Trenton; Headmistress ANNE WELLINGTON, Emma Willard School for Girls.

The President of the Association.

The Secretary of the Association.

Honorary Member:

Dean E. D. GRIZZELL.

REPRESENTATIVES ON THE COLLEGE ENTRANCE EXAMINATION BOARD

MABEL B. TURNER, National Cathedral School, Washington, D. C.
LEMUEL R. JOHNSTON, Clifford J. Scott H. S., East Orange, N. J.
LESLIE R. SEVERINGHAUS, The Haverford School, Haverford, Pa.
CHARLES S. TIPPETTS, Mercersburg Academy, Mercersburg, Pa.
NATHANIEL A. DANOWSKY, Western H. S., Washington, D. C.

REPRESENTATIVES ON THE AMERICAN COUNCIL ON EDUCATION

HENRY GRATTAN DOYLE, George Washington University.
LEVERING TYSON, Muhlenberg College.
KARL G. MILLER, University of Pennsylvania.

REPRESENTATIVES ON THE NATIONAL COMMITTEE OF REGIONAL ACCREDITING AGENCIES

FRANK H. BOWLES, Chairman of the Commission on Institutions of
Higher Education.
EWALD B. NYQUIST, Secretary of the Commission on Institutions of
Higher Education.
KARL G. MILLER, Secretary of the Association.

FRATERNAL DELEGATES

New England Association of Colleges and Secondary Schools, Dr.
DANA M. COTTON, Harvard University, Secretary-Treasurer
of the New England Association.
North Central Association of College and Secondary Schools, Dr.
JOHN R. EMENS, President of Ball State Teachers College,
Muncie, Indiana.
Southern Association of Colleges and Secondary Schools, Dr. J. L.
BLAIR BUCK, State Department of Education, Richmond, Vir-
ginia.

SPECIAL COMMITTEES

Joint Committee on School and College Relations:

HYMEN ALPERN, Evander Childs High School.
EUGENE F. BRADFORD, Cornell University.
GREVILLE HASLAM, Episcopal Academy.
E. K. SMILEY, Lehigh University.
E. D. GRIZZELL, University of Pennsylvania, *Chairman*.

Committee on Nominations:

ROY J. DEFERRARI, Catholic University of America.
WALDRO J. KINDIG, Plainfield High School.
NORMAN J. NELSON, Washington, D. C.
GILBERT F. WHITE, Haverford College.
GALEN JONES, U. S. Office of Education, *Chairman*.

GENERAL MEETINGS OF THE ASSOCIATION

FRIDAY, NOVEMBER 25, 1949

Presiding Officer—LEVERING TYSON, President of Muhlenberg College, President of the Association.

10:30 A. M.—GENERAL SESSION.

INVOCATION—REVEREND EVALD B. LAWSON, President, Upsala College.

Annual Meeting. Reports of Officers and Commissions.

Election of Officers

RECENT DEVELOPMENTS IN ACCREDITING PROCEDURES.

The New National Committee of Regional Accrediting Agencies

A. J. BRUMBAUGH, Vice President, American Council on Education.

FRANK H. BOWLES, Chairman, Commission on Institutions of Higher Education.

The 1950 Revision of the Evaluative Criteria

R. D. MATTHEWS, Chairman, Commission on Secondary Schools.

2:30 P. M.—GENERAL SESSION.

Liberal Education

REAR ADMIRAL JAMES L. HOLLOWAY, Superintendent, United States Naval Academy.

Education for Voluntary Citizenship

KATHARINE E. MCBRIDE, President, Bryn Mawr College.

New Horizons in Higher Education

ALVIN C. EURICH, President, State University of New York.

7:00 P. M.—DINNER SESSION.

Greetings from Fraternal Delegates

The Education of Tomorrow's Citizens

HAROLD E. STASSEN, President, University of Pennsylvania.

SATURDAY, NOVEMBER 26, 1949

9:15 A. M.—GENERAL SESSION: THE RESPONSIBILITY OF THE REGIONAL ASSOCIATION IN INTERNATIONAL DEVELOPMENTS.

Trading Ideas with the World

WILLIAM C. JOHNSTONE, JR., Director, Office of Educational Exchange, Department of State.

Building Understanding Through Exchange of Persons

DONALD J. SHANK, Vice President, Institute of International Education.

GENERAL SESSION

FRIDAY, NOVEMBER 25, 1949

The sixty-third annual convention of the Middle States Association of Colleges and Secondary Schools was called to order at 10:30 A. M. with President Levering Tyson presiding. The invocation was delivered by Reverend Evald B. Lawson, President of Upsala College. Dr. Tyson then called on the Secretary of the Association for his report.

REPORT OF THE SECRETARY

KARL G. MILLER

The most important developments in the activities of the Middle States Association during the past year will be brought to your attention in the reports which are to follow, with particular reference to the reports of the Treasurer and the Chairman of the two Commissions. From the point of view of the Secretary of the Association, the Treasurer's report, which will show a comfortable surplus at the close of the past fiscal year for the first time in a full decade, is of particular interest and satisfaction. For example, when the Southern Association of Colleges and Secondary Schools, which is to meet in Houston, Texas, next week, invited the Middle States Association to send a fraternal delegate to that rather distant point, it was necessary to consult the Treasurer. I am glad to inform you that funds are available and that we will be represented at the annual meeting of the Southern Association. In his report, the Chairman of the Commission on Institutions of Higher Education will speak of the newly established National Committee of Regional Accrediting Agencies. The activities of such a committee involve traveling expenses and also a modest appropriation by each of the six regional associations. Again, it becomes possible for the Middle States Association to participate and to carry its share of the costs. I mention these two instances because if they had occurred in any one of the previous ten years the Middle States Association would have had to decline or to expend a significant part of its dwindling reserve funds. The effect of the increase in the annual membership dues which was voted by the Association in November 1947 can now, for the first time, be evaluated and it seems evident that the increase was inevitable and that it will prove adequate for present needs.

It is probable that at no previous convention of the Association have the reports of the Chairmen of the two Commissions involved such significant developments as the establishment of the National Committee of Regional Accrediting Agencies, previously mentioned,

and the 1950 Revision of the Evaluative Criteria for the more effective examination of secondary schools. I shall not anticipate those reports but it would seem that those present will be confronted with a difficult problem at the close of this annual business session when they must decide whether to remain in this room for the discussion of developments in accrediting procedures for higher institutions or ascend the one floor to the Rutland Room for the discussion of the new evaluative techniques at the secondary level.

At the meeting of the Executive Committee last spring, the Secretary presented an analysis of attendance at the 1948 convention of the Association showing that 714 persons filled out registration cards. Although the number of member secondary schools is more than four times larger than the number of member colleges, more than half of those registered represented institutions of higher education. More specifically, three quarters of the member colleges sent representatives to last year's convention while less than one quarter of the member schools were represented. In the light of this analysis the Executive Committee requested the Chairman of the Commission on Secondary Schools to take appropriate steps to stimulate the representation of member schools and a special communication was sent to all principals and headmasters this fall. It is, of course, too early to be able to estimate the results, but the Executive Committee is definitely concerned about the relatively small representation of member secondary schools at the annual conventions. Before leaving this topic it might be well to mention that last year representatives of 42 non-accredited colleges and 28 non-accredited schools came to our meetings in Atlantic City. About 120 of the 700 persons who registered last year were representatives of non-member institutions, which is a surprisingly large proportion.

The Executive Committee has approved two innovations in connection with the present convention. For many years there have been complications and difficulties in providing adequate service for the newspaper representatives attending our meetings. The Secretary of the Association must be responsible for many other arrangements and details and the journalists have sometimes been neglected. This fall for the first time the Association has retained the services of Mr. Wayne Barr, newspaper correspondent of Atlantic City, who is responsible for publicity and public relations in connection with these meetings. It is perhaps too early to appraise the results of Mr. Barr's activities but there is every reason to believe that a source of some irritation and criticism in the past has been relieved.

The second innovation has to do with the use of identification badges. The Executive Committee approved this project on a purely experimental basis with the thought that many of those attending

the convention may have been unable to identify the persons with whom they come into contact, and that a small identification card with the name and institution clearly shown might serve a real purpose. Some of our affiliated associations have regularly used identification badges in the past, and the officers of the Middle States Association hope that the system will be given a fair trial at these meetings. This is to suggest that each person attending the convention will make use of the identification badge with his or her name and institution clearly and legibly inscribed.

The Association has been represented at a number of meetings and conferences during the past year. Your Secretary attended the meetings of the New England Association in Boston in December. Dr. Levering Tyson, President of the Association, served as fraternal delegate at the annual meetings of the North Central Association in Chicago last March.

At its meeting last spring the Executive Committee considered invitations to send representatives to a number of meetings and conferences not directly related to the activities of a regional association such as ours. Specifically, a conference on Foreign Scholarships was held in Cleveland late in March under the auspices of the Department of State. It was followed immediately by the UNESCO conference early in April and later by the Estes Park Conference on the Role of Colleges and Universities in International Understanding, which was held in June. In considering these invitations, the Executive Committee realized the necessity of establishing some policy but decided to send representatives to the three conferences in question in order better to formulate a definite policy. Professor W. Rex Crawford was our representative at the meeting on Foreign Scholarships; President Levering Tyson attended the UNESCO conference and Dean Margaret T. Corwin was our representative at the Estes Park Conference. The Executive Committee has not yet had an opportunity to deliberate on the reports of its three representatives but will formulate and announce a policy in due time.

During the past year Dr. C. M. Huber of Wilson Teachers College represented the Association at a conference on Teacher Education under the auspices of the National Education Association in Washington on January 10th and 11th. Mr. Frank Bowles and your Secretary attended the meeting in Chicago on March 14th and 15th at which the National Association of Regional Accrediting Agencies was formed. President Earle T. Hawkins of the State Teachers College at Towson, Maryland, represented us at the conference on Professional Growth of Teachers in New Hampshire June 29th to July 2nd. Reverend Francis L. Meade of Niagara

University was our delegate at the inauguration of the new president of St. Bonaventure College, the Very Reverend Juvenal Lalor, on September 22nd. President Weir Ketler of Grove City College represented the Association at the inauguration of Dr. Will W. Orr as president of Westminster College on October 14th. President Tyson and Mr. Nyquist attended the conference on Discriminations in College Admissions held in Chicago on November 4th and 5th. Mr. Bowles, Mr. Nyquist and the Secretary represented the Association at the conference on accrediting problems under the auspices of the American Council on Education in Washington on November 15th and 16th. Dr. Ira Kraybill, Executive Secretary of the Commission on Secondary Schools, will be our fraternal delegate at the annual meetings of the Southern Association in Texas on November 30th and December 1st, while President Tyson will be our representative at the New England Association on December 2nd and 3rd.

ANNUAL REPORT OF THE TREASURER

September 1, 1948 to August 31, 1949

Balance in Checking Account, September 1, 1948	\$	85.75	
Balance in Savings Account, September 1, 1948		106.38	
U. S. Savings Bonds, Series "G"		4,000.00	
<i>Receipts</i>			
Dues 1946-47	\$	20.00	
Dues 1947-48		190.00	
Dues 1948-49		17,115.00	
Advance Dues		80.00	
School Evaluation Fees		6,435.00	
College Inspection Fees		8,241.41	
Refunds—personal expenses		32.45	
Certificates to Schools		34.00	
Miscellaneous Income		56.60	
Interest—U. S. Savings Bonds		100.00	
			\$32,304.46 \$36,496.59
<i>Expenditures</i>			
Annual Convention Expenses		757.97	
Annual Proceedings		2,242.57	
Expenses to Regional Associations		247.02	
Expenses to Other Meetings		391.65	
Executive Committee Meetings		150.24	
Special Commissions		480.50	
Audit, Contribution and Dues		181.95	
			4,451.90
Secretary's Office			
Honorarium and Salary		1,180.00	
Correspondence and Printing		67.01	
Equipment and Miscellaneous		45.00	
			1,292.01
Treasurer's Office			
Honoraria and Salary		925.00	
Correspondence, Printing, Notary		150.60	
Bonding, Safe Deposit		31.00	
			1,106.00
Commission on Higher Institutions			
Honoraria and Salary		775.00	
Correspondence, Printing, Etc.		243.31	
Commission Meetings		926.24	
Inspections		7,313.34	
			9,257.89
Commission on Secondary Schools			
Honorarium and Salaries		8,766.84	
Correspondence and Printing		534.77	
Travel, Evaluation		635.79	
Equipment, Miscellaneous		697.67	
			10,635.07
			\$26,743.47 \$26,743.47
Balance in Checking Account, August 31, 1949		5,646.74	
Balance in Savings Account, August 31, 1949		106.38	
U. S. Savings Bonds, Series "G"		4,000.00	
			\$36,496.59
Operating Profit, 1948-49			5,560.99
			BURTON P. FOWLER,
			Treasurer.

AUDITORS' REPORT

October 28, 1949

To the Officers of
Middle States Association
Philadelphia, Pennsylvania

Dear Sirs:

At your request, we have completed an examination of the books and records of Burton P. Fowler, Treasurer of the Middle States Association of Colleges and Secondary Schools for the fiscal year ended August 31, 1949, and we present herewith an Exhibit showing the receipts and expenditures during the period, together with the balances in cash and investment accounts as of the beginning and ending of the year September 1, 1948 to August 31, 1949.

Cash received and deposited, as recorded in your books, agrees with the statements received from the Girard Trust Company.

Expenditures, as recorded, were supported by vouchers on file in your office, and all cancelled checks were examined by us for proper signature and endorsement.

We found the books to be well kept, and wish to express our appreciation for the courtesies extended to us during the examination.

Respectfully submitted,

ROY A. WRIGHT & COMPANY

(signed) Roy A. Wright

REPORT OF THE COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION

FRANK H. BOWLES, *Chairman*

MR. PRESIDENT, MEMBERS OF THE ASSOCIATION: There will be a joint report made by myself and Mr. Nyquist. I will report on the activities of the Commission and Mr. Nyquist will report to you on the actions taken by the Commission. This is a report on the second full year of the Commission's plan of operations as adopted by this Association in 1946. That plan called for a re-evaluation of all member institutions over a ten-year period. After some consideration the Commission extended its plans to operate on a basis of re-evaluation over a fifteen-year period.

During the last year we considered twenty-three institutions of higher education. Most of these were non-member institutions; that is to say, we had to set aside temporarily our plan to re-evaluate a considerable number of member institutions each year because of the backlog of applications for membership in the Association that had accumulated, first as a result of the war period and second as

a result of the virtual moratorium on all visits for a two-year period while the Commission was re-studying its operation.

Our plans for the coming year are to evaluate some thirty institutions which will include fifteen member and fifteen non-member institutions. This, I think, is evidence enough that the work of the Commission is increasing. In fact, it has increased so much that it has become obvious that our organization as presently constituted is not adequate to cope with such a continuing load.

We have therefore asked one of our most valued members, Dean Henry Grattan Doyle, to study our problems and to recommend to us the organization and procedures that we should adopt. We consider this the most important problem that we have as a Commission, and consider ourselves fortunate that we have been able to persuade Dean Doyle to take on this task.

That means, therefore, that there is a very real possibility that within two years—because I am sure that plans for major reorganization of the Commission cannot be completed within less than two years—we will present plans which, I believe, will call for enlarging the Commission and changing its structure.

One final word as to the Chairman's report. I am, as you know, no longer connected with any institution within the Middle States Association. I left Columbia University a little over a year ago and am now Director of the College Entrance Examination Board. That seems to me to mean I am no longer eligible to serve as Chairman of the Higher Commission, and I have asked the Commission to replace me as Chairman within the year. This is not the presentation of a resignation. It is a statement that my resignation will be presented within the year.

I now will ask Mr. Nyquist, as Secretary of the Commission, to report to you the formal actions taken during the past year.

MR. NYQUIST: During the past fiscal year, the following institutions were evaluated by the Commission on Institutions of Higher Education, voted accreditation and therefore are new members of the Middle States Association of Colleges and Secondary Schools: Hartwick College, Oneonta, New York; Jersey City Junior College, Jersey City, New Jersey; Maryknoll Teachers College, Maryknoll, New York; State Teachers College, Edinboro, Pennsylvania; State Teachers College, Lock Haven, Pennsylvania; State Teachers College, Oneonta, New York; State Teachers College, Towson, Maryland.

The following two institutions are now accredited as four-year institutions. They previously were members of the Association as Junior Colleges: Mt. St. Agnes College, Baltimore, Maryland and Wilkes College, Wilkes-Barre, Pennsylvania.

These actions are reported here for the information of the convention. I should also like to say that the Commission will have before it at its meeting tomorrow a proposal to inform all member institutions of the Middle States Association of the actions taken immediately after each semi-annual meeting of the Commission.

REPORT OF THE COMMISSION ON SECONDARY SCHOOLS

R. D. MATTHEWS, University of Pennsylvania, *Chairman*

PRESIDENT TYSON, DELEGATES AND FRIENDS OF THE MIDDLE STATES ASSOCIATION: This year marks the beginning of the second decade for the use of the Cooperative Study materials and procedures by your Commission on Secondary Schools. In spite of the difficulties of carrying on evaluations during the war years, we have nearly reached our goal of evaluating all member schools during the ten year period.

A number of accredited schools will be evaluated this year which will leave relatively few schools in which the new procedures have not been applied. We regret that it cannot be said that all schools have met the deadline which you established a few years ago. Those still unevaluated present a problem the solution to which we have not found.

The year just passed has been our busiest year. In all 137 schools, new and old, have been evaluated. The work of arranging all the details for the evaluation of that number of schools has kept our staff busy. We hope that this pressure has not been too evident to you.

It is a pleasure to announce that the manuscript for the revision of the Evaluative Criteria for the 1950 edition is in the hands of the editors of the American Council on Education. The General Committee of the Cooperative Study of Secondary School Standards met at Ann Arbor early in September, and after careful study approved the revision. Assurance has been given by the American Council that the new materials will be available on May 1, 1950.

Since many schools begin their self-evaluation during the year preceding the visit of the committee, it is anticipated that both old and new materials will be used by schools during 1950-51. It is expected that all schools will use the new materials after September, 1951.

The extensive activities involved in the evaluation of so many schools during the last ten years would not have been possible without the active cooperation of literally thousands of visiting committee members. The Commission is most appreciative of this

help and hopes that you will continue to give that support in the years which lie ahead.

The person who has so faithfully and ably carried the major share of the work of planning for the evaluation of schools during the past few years will give a detailed report of the year's activities, Dr. Kraybill.

DR. KRAYBILL: Dr. Tyson, ladies and gentlemen: Simply as a background for a few comments which I wish to make and as a brief record of the day by day work of the Commission on Secondary Schools, I should like to quote a few statistics:

The number of schools evaluated in 1948-49, 137; the number of people who served on committees, 1729; the average length of time from the receipt of the report in the office to its return to the school, 3 weeks; the average length of time from the evaluation to the receipt of the report by the school, 6 weeks; the number of schools applying in 1949-50, that is the present year, 95 plus a few not yet decided; the number of committees that have already been set up, 93; the probable number of schools already on the list to be evaluated in 1950-51, 90. That does not include the number of new schools.

No one who has any daily contact with the correspondence to our office from the thousands of people involved in this work can fail to be impressed by the importance of the word "cooperative" in the Cooperative Study of Secondary School Standards. Of the twelve members of the Commission itself, all but one attended the annual meeting. The only absent member was our President, who could not possibly, in spite of his great ability, be present at two educational conferences at the same time. Of twenty-four members of the State Advisory Committees, twenty-two were present at the various meetings.

The willing response of men and women to serve as chairmen of visiting committees, no small chore, and as members of visiting committees has made the work of our office very pleasant. We hope that any compulsory elements in the work of the Commission may gradually recede into the background to be replaced more and more by the feeling that the list of accredited schools is a group of schools who are joined for mutual improvement. It seems to me that there is evidence of an increasing feeling that emphasis should be placed upon evaluation as stimulation for the improvement of schools rather than the major emphasis being placed upon accreditation.

Our office receives almost daily nominations for service on committees. We try to grant the requests to those who are deeply enough interested in our work to be willing to perform such service.

It happens occasionally, however, that in the particular area from which nominations are made few schools are being evaluated that year. For this reason not all these requests can be granted and this we regret.

We are all too conscious that we have made a number of mistakes in judgment. Some of these we have seen ourselves and some have gently been called to our attention. Our aim is to improve the work of the Commission and we ask you to write to us with any suggestions which you may have for improving this work.

On an experimental basis, we are attempting a sampling of classroom visitation in very large schools in an effort to keep committees from becoming too large. We hope to report on this at a later date.

I cannot close without expressing my appreciation for the wise counsel and helpful guidance of Dr. Matthews, the Chairman of the Commission. In spite of a very busy program, he has always been available when serious problems have arisen. The staff have also been sincerely devoted, in an intelligent way, to the patient and careful dispatch of the many details which such a program involves.

This year we considered 29 new schools of which 21 were accredited and 8 were not. We considered 330 old schools of which 326 were accredited and 4 were not. The number considered, therefore, was 359; the number accredited, 347, and the number on the list but not considered this year, 431, making a total of 778 on the list for 1949-50.

I ought to say that is a growth from 761, which means a total of 17 as a growth in this report.

The following schools have been added to the list this year:

NEW SCHOOLS ACCREDITED NOVEMBER 1949

DELAWARE		
Delmar Junior-Senior High School	8th & Jewel Sts., Delmar	David M. Green
DISTRICT OF COLUMBIA		
<i>Washington Public High Schools:</i> Capitol Page School	Congressional Library, Washington 25	Orson W. Trueworthy
MARYLAND		
Elkton Junior-Senior High School	Elkton	Ralph H. Beachley
NEW JERSEY		
Hopewell Township Central High School	South Main Street, Pennington	Royal H. Hintze
Riverside High School	Riverside	John E. Mongon
NEW YORK		
Academy of Our Lady of the Blessed Sacrament (Notre Dame Academy)	70 Howard Avenue, Grymes Hill, Staten Island 1, Richmond Borough, N. Y.	Sister Saint Mary Genevieve, C. de N.D. of M.
Lockport Senior High School	Lockport East Avenue,	Lloyd F. McIntyre

PENNSYLVANIA

Birdsboro Junior-Senior High School
 Bridgeville Junior-Senior High School
 Clarion Joint Senior High School
 Donora Senior High School
 Duquesne Senior High School

East Greenville Junior-Senior High School
 Emmaus Junior-Senior High School
 Hatfield Junior-Senior High School
 Lemoyne Junior-Senior High School
 Monessen High School
 Ravenhill Academy of the Assumption
 (Girls)

Shamokin Junior-Senior High School
 Sharon High School
 Wilkes-Barre Day School for Girls

Birdsboro
 Bridgeville
 Clarion
 Donora
 South 3rd Street,
 Duquesne

East Greenville
 Emmaus
 Hatfield
 Lemoyne
 Monessen

3840 W. Schoolhouse La.,
 Philadelphia 44
 Shamokin
 Sharon
 Wilkes-Barre P. O.
 (1560 Wyoming Ave.,
 Forty Fort)

John Herbein
 H. J. Colton
 Walter J. Doverspike
 Andrew S. Sukel
 Ray Y. Henry

Mark H. Layser
 Allen F. Heller
 E. B. Laudenslager
 George Hendricks
 K. Fife Sterrett
 Rev. Mother Frances Margaret,
 C.A.
 F. L. Vosburgh
 Stanley N. Currier
 Jackson Bird

ANALYSIS OF ACCREDITED SECONDARY SCHOOLS NOVEMBER 1949

	New Schools Considered	New Schools Accredited	New Schools Not Accredited	Old Schools Considered	Old Schools Accredited	Old Schools Dropped	Total Considered	Total Accredited	Old Schools not Considered (Basic List)	Total Schools Accredited on List of Schools of Jan. 1, 1950 (23d List)
Delaware	1	1	0	11	11	0	12	12	15	27
District of Columbia	1	1	0	8	8	0	9	9	22	31
Maryland	1	1	0	31	31	0	32	32	18	50
New Jersey	4	2	2	68	68	0	72	70	116	186
New York	2	2	0	85	84	1	87	86	73	159
Panama Canal Zone	0	0	0	0	0	0	0	0	2	2
Pennsylvania	20	14	6	126	123	3	146	137	185	322
Europe	0	0	0	1	1	0	1	1	0	1
Total	29	21	8	330	326	4	359	347	431	778

REPORT OF THE JOINT COMMITTEE ON SCHOOL AND COLLEGE RELATIONS

E. D. GRIZZELL, University of Pennsylvania, *Chairman*

The Joint Committee has, during the past two years, reviewed problems of mutual interest to the two Commissions and to member schools and higher institutions. This report which it submits is the result of deliberations of the Committee based upon such evidence as is available in the proceedings of the Association and its Com-

missions and suggestions made by representatives of secondary schools and higher institutions in the area of the Middle States Association.

The Committee submits the following recommendations:

(1) That no statement of policy regarding the present practice in respect to choices by applicants for admission to higher institutions be announced until the effects of such practice have been given thorough study by a competent agency, such as the College Entrance Examination Board.

(2) That the two commissions experiment cooperatively with the use of a joint committee composed of members selected by the two commissions in evaluating the four-year junior college or other types of organizational unit overlapping the areas of secondary and higher education.

(3) That all higher institutions consider the desirability of resuming regular reports to secondary schools concerning the achievement of students in the Freshman year. It is suggested that these reports should also include significant achievements in non-curricular activities. Special reports are suggested for the exceptional student throughout his college career.

REPORT OF THE NOMINATING COMMITTEE

The report of the Nominating Committee was presented by Galen Jones, Director of the Division of Secondary Education of the U. S. Office of Education. The other members of the committee were Roy J. Deferrari, Catholic University of America; Waldro J. Kindig, Plainfield High School; Norman J. Nelson, Assistant Superintendent of Schools, Washington, D. C.; and Gilbert F. White, Haverford College.

The nominations included: for President, John F. Gummere, Headmaster of William Penn Charter School, Philadelphia; for Vice President, Reverend Francis L. Meade, President of Niagara University, Niagara Falls, New York; for Secretary, Karl G. Miller, Dean, University of Pennsylvania, Philadelphia; for Treasurer, Burton P. Fowler, Principal of the Germantown Friends School, Philadelphia; as members of the Executive Committee; William S. Carlson, President of the University of Delaware, Newark, Delaware; Nathaniel A. Danowsky, Principal of the Western High School, Washington, D. C.; Irene M. Davis, Registrar at Johns Hopkins University, Baltimore, Maryland; Lemuel R. Johnston, Principal of the Clifford J. Scott High School, East Orange, New Jersey; Mother Eleanor M. O'Byrne, President of the Manhattanville College of the Sacred Heart, New York and Rosamund

Cross, Headmistress of The Baldwin School, Bryn Mawr, Pennsylvania.

For terms on the Commission on Institutions of Higher Education to expire in 1952: Margaret T. Corwin, Dean of the New Jersey College for Women, New Brunswick, New Jersey; Millard E. Gladfelter, Provost at Temple University, Philadelphia; Paul D. Shafer, President of the Packer Collegiate Institute, Brooklyn, New York and Levering Tyson, President of Muhlenberg College, Allentown, Pennsylvania. For honorary membership on the Commission on Institutions of Higher Education, Dr. Frank H. Bowles, Director of the College Entrance Examination Board.

For the Commission on Secondary Schools, terms to expire in 1952: Hyman Alpern, Principal of the Evander Childs High School, New York City; Heber H. Ryan, Assistant Commissioner of Education at Trenton, New Jersey and Anne Wellington, Headmistress of the Emma Willard School for Girls, Troy, New York.

"For some years the Association has elected to honorary membership past presidents who are no longer active within member institutions. In checking over the list last spring, the Secretary brought to the attention of the Executive Committee that all of the past presidents had not been so honored. Therefore, I am submitting a list of three, which will complete the honorary memberships of past presidents who are no longer connected with member institutions.

"It is my pleasure, to nominate for honorary membership in the Middle States Association: Richard M. Gummere, Harvard University, President of the Association in 1931-32; David E. Weglein of Baltimore, Maryland, President of the Association in 1937-38 and W. Wister Comfort of Haverford, Pennsylvania, President of the Association in 1938-39."

There being no further nominations from the floor, it was moved that the Secretary be instructed to cast a ballot for the nominees as presented. The motion was seconded and unanimously passed.

RECENT DEVELOPMENTS IN ACCREDITING PROCEDURES

FRANK H. BOWLES, *Chairman*, Presiding

DR. BOWLES: Members of the Association: This hour is to be devoted to a discussion of what is happening in the accrediting of higher institutions. There is, I think, one man in the country best fitted to report on this topic. That person is Dr. A. J. Brumbaugh, Vice-President of the America Council on Education.

DR. BRUMBAUGH: President Tyson, Dr. Bowles, ladies and gentlemen: As a speaker on this subject, I cannot regard myself as a disinterested party. During the past twenty years, I have served as one of the examiners of higher institutions for the North Central Association, for six years as Secretary of the Commission on Higher Institutions of that Association, for several years as Chairman of the Committee of the American Council on Education on Accrediting Procedures, and more recently as a general factotum in the promotion of interest in this particular field. What I shall say cannot therefore be without a certain bias on this subject.

The practice of accrediting colleges and universities grew out of demands for a differentiation between colleges and secondary schools, and for an evaluation of various types of colleges as to the quality of their programs, and for lists of institutions that may be used for various purposes, both at home and abroad. The United States Office of Education, for example, found it necessary to establish certain simple criteria upon the basis of which it could decide what institutions belong to the classification of colleges for the purpose of securing essential data. The Carnegie Foundation found it necessary to define a college for the purpose of determining eligibility for foundation grants. Various groups of colleges, universities, and professional schools found it desirable to establish certain criteria upon the basis of which students might transfer at the undergraduate or graduate level, and on the basis of which these institutions might be represented to the American public as maintaining certain standards of excellence. From abroad came the demand for a list of institutions approved by the Association or American Universities whose graduates, upon the basis of such approval, might be admitted to foreign universities.

In the field of professional education, various studies and special reports revealed flagrant violations of minimum standards of excellence and led to steps by the professional associations to improve the quality of professional education. The number of accrediting agencies has therefore grown by leaps and bounds. Each group of institutions in a professional or specialized field that is not eligible to membership in an existing accrediting agency has immediately set out to form its own accrediting association. This proliferation of accrediting bodies has created problems for institutions of higher education, particularly the more complex universities, that have assumed increasing importance.

No one will deny the fact that, by and large, the accrediting agencies have had a wholesome influence upon higher institutions. They have aided institutions to maintain high standards of education, both in the liberal arts and in the professional fields; they have

protected society against incompetent professional practitioners, and have promoted an adequate supply of qualified professional personnel. They have provided a means whereby parents and prospective students may make more intelligent selection of an institution of recognized standing. They have facilitated the transfer of students from one institution to another. They have stimulated institutions to engage in experimentation and self-evaluation. They have protected institutions from undue political interference and they have protected society against educational frauds.

Commendable as these achievements are, the multiplication of accrediting associations, the duplication of their activities, the financial demands made upon institutional budgets, the rigid patterns imposed by the standards of some of the agencies, and the undue pressures that they have exerted upon the administrative officers and boards of trustees are accompaniments of accreditation that the institutions themselves will no longer condone.

We cannot overlook the fact that in the expansion of the accreditation movement there have arisen two distinct but somewhat incompatible philosophies of accreditation. The one philosophy is based on the principle that educators—that is to say, the official administrative representatives of the institutions concerned—should determine the purposes of accreditation, the criteria to be employed and the procedures to be followed in evaluating institutions.

Generally those organizations that reflect this philosophy believe that an institution should be accredited as a whole, on the grounds that it is a unitary educational enterprise of which its various schools and colleges are contributing and cooperating parts. This is the basic philosophy that has prevailed in the regional accrediting associations and in the Association of American Universities while it engaged in accreditation.

The contrary philosophy holds that members of a profession should set the standards for professional education in their respective fields, that the quality of education for admission to a particular profession should be determined by criteria set by the members of the profession and applied by the members of the profession. This concept places each professional organization that is engaged in accreditation in the position of bringing pressure to bear upon the institution to order its educational program in accordance with the demands of the profession. Because of these pressures a good many educational administrators feel that the control of education has passed out of their hands into the hands of special interest groups.

If one recognizes the validity of the contention that accreditation can be a positive and constructive influence in higher education, a conclusion with which some leading educators would not agree, and

if it is also admitted that there is a growing list of evils attending accreditation, the question naturally arises: What can be done to conserve the good and to eliminate the evil?

As I have suggested on other occasions, no one has as yet provided the evidence on either side of this issue. It seems important, therefore, that first of all we try to gather information that will enable us to determine as accurately as possible the beneficial and deleterious effects of accreditation; that we endeavor to determine how criteria of excellence in general or professional education may best be arrived at and how such criteria may best be applied.

The situation has reached such a state, however, that some steps are already being taken to remedy some of the most obvious evils in accreditation. Among these steps two are of special importance. At the risk of over-simplification, I shall characterize one of these steps as an effort to control the accreditation movement; the other as an effort to coordinate and simplify the activities of the accrediting agencies.

What I have designated as an effort to control education is represented by the proposed establishment of the National Commission on Accrediting Procedures. This proposal was an outgrowth of the establishment of a joint committee of the land-grant colleges and state universities about ten years ago. In addition to the two groups of institutions originally represented on this joint committee, three other organizations are now also cooperating. They are the Association of Urban Universities, the Association of American Universities and the Association of American Colleges. It will be noted that none of these currently engages in accreditation.

The plan of the committee representing these five cooperating groups is that the National Commission shall devise a statement of accrediting principles, study and report upon present practices and procedures of accrediting agencies, make recommendations to its member institutions concerning their relationship with accrediting agencies, formulate methods to bring about an agreement between the practices of accrediting agencies and the approved principles of accreditation, and serve as a board of appeal from actions of accrediting agencies. Such a body can obviously exercise considerable influence upon the whole accrediting movement.

The second step toward remedying existing conditions which I have characterized as coordination and simplification of the activities of accrediting agencies is represented by the recently organized National Committee of Regional Accrediting Agencies. The proposal that such a committee be organized was made by the American Council on Education's Committee on Accrediting Procedures after it had studied at some length problems in this area.

The committee was influenced to some degree in its thinking by the decision of the Association of American Universities to discontinue its list of approved institutions. It was the belief of the committee that while the membership of the regional associations is somewhat more inclusive than was the list of institutions approved by the Association of American Universities, nevertheless for most practical purposes a composite list of the regionally accredited institutions might be substituted for the approved list of the Association of American Universities.

It is true that the North Central Association "Quarterly" and the United States Office of Education both publish the regional lists in one form or another. But the Committee was of the opinion that the presentation of a joint membership list by the associations would reflect a cooperative relationship which could well be extended in a variety of directions. In fact, the publication of this list was thought of as more or less incidental to other far more important functions that the committee would perform.

Among these functions are an analysis of the criteria and accrediting procedures employed by the several regional associations with a view to discovering in what significant respects they differ. The identification of important differences should lead directly to a consideration of means whereby such differences can be harmonized. It is not expected that a uniform pattern of criteria or procedures will be imposed upon the regional associations. On the other hand, it is believed that an analysis of the type that has been suggested will reveal certain basic inconsistencies which can be eliminated.

For example, the American Association of University Women, which has heretofore relied upon the list of approved institutions of the Association of American Universities, is currently endeavoring to decide on a satisfactory substitute for that list. It has pointed out that the variations among the regional associations are so marked that the American Association of University Women is reluctant to accept membership in a regional association as adequate evidence of merit to justify the acceptance of graduates into membership in the A.A.U. W. It must first be determined whether the criticism of the regional associations is justified. If it is, then the associations through their national committee should take steps to remove the grounds for such criticism.

Another function of the National Committee of Regional Accrediting Agencies will be to propose plans whereby essential information may be collected in a central place from all collegiate members of regional accrediting agencies. If such a plan can be developed, a large amount of duplication of effort on the part of institutions in filling out questionnaires and making reports not

only to the regional associations but to other accrediting agencies could be eliminated.

It may be recalled that the first steps in this direction were taken by the American Council on Education following a conference of accrediting associations in 1940 when the Council undertook to prepare a master schedule to be used by various accrediting agencies in securing data. Unfortunately, conditions over which the Council had no control, including the effects of the war, prevented the completion of this project. The preparation of such a master schedule with accurate definitions of terminology would certainly be an important consideration in any plan of centralization of information.

It is also anticipated that the National Committee will work with other accrediting agencies and other groups interested in the problems of accrediting with a view toward promoting a greater degree of cooperation and coordination within the whole accrediting movement. As it is now organized, the National Committee includes no representation from a large number of professional accrediting agencies. Once the committee has discharged some of the functions which I have already indicated, it may very appropriately draft plans for the establishment of a national federation of collegiate accrediting agencies which would supersede the committee and carry on the work which it has begun.

Like the National Commission referred to earlier, this committee cannot proceed far without formulating a set of basic principles upon which the cooperating associations are fully agreed. In fact, it is hoped that the National Committee and the National Commission may find a means of cooperating in the drafting of these principles so as to give assurance of general agreement on the part of the educational association and the regional accrediting bodies as to these principles.

On November 15th and 16th the American Council on Education held a conference on accreditation to which were invited representatives of practically all the regional and national accrediting bodies. At this conference reports were made of progress toward the coordination of several accrediting agencies operating in a particular field. For example, nursing education, social work and medicine.

The plans for the National Commission were presented and discussed as were the plans for the National Committee of Regional Accrediting Agencies. It is not possible to discuss in any detail the points of view that were presented in the course of the conference. It can be said, however, that on the whole there was agreement that something needs to be done to correct some of the prob-

lems in the field of accreditation, and there was manifest a willingness on the part of representatives of the various accrediting agencies to cooperate to this end.

Certain criticisms were made both of the National Commission and of the National Committee of Regional Associations, some of which have considerable validity. Inasmuch as the other speaker on this topic participated in that conference, I shall rely upon him to discuss further criticisms that were directed against the National Committee of Regional Associations.

There can be no doubt about the positive contributions made by the accrediting agencies toward the improvement of higher education in the United States. Neither can there be any doubt that the number of accrediting agencies and the complexity of the procedures that they have employed threaten to defeat the very purpose of their existence. It is to their own interests, therefore, to appraise current developments and to take an active part in remedying the evils which are currently identifiable in this situation.

CHAIRMAN BOWLES: Dr. Brumbaugh, we all have reason to be very grateful to you for this very clear presentation. Dr. Brumbaugh has suggested that I might comment on what actually went on at the meeting to which he referred, and I will do so, but before I do so, let me throw in an aside. There has been raised the implicit question as to whether the regional associations can do as good a job as did the Association of American Universities in its accrediting work.

I served on the Association of American Universities committee for some thirteen years as its Secretary and I think I can say without hesitation or qualification that the Commission on Institutions of Higher Education of the Middle States Association is now doing a better job in gathering information and evaluating it with respect to the institutions which it serves than did the Association of American Universities.

I think it is possibly true that some institutions are accredited by the Commission that might not be accredited by the Association of American Universities. I call your attention to a difference in criteria. The Association of American Universities has had as its primary criterion the success of an institution's graduates in graduate and professional schools. That success was determined to a large extent by judgment, and institutions were accredited in some parts of the country that would not have been accredited, perhaps, if they had been located in other parts of the country.

The Committee on Classification did its work well and with great devotion, but I would still repeat that they did not have procedures and were not able to carry out procedures as effectively as

your own Commission is now doing. I realize that I am being immodest in saying that as Chairman of the Commission, but I hope that that immodesty is taken as a deserved compliment to the members of the Commission.

Now let me go on to comment on what went on at the Washington meeting. The criticisms of the proposals for control of accreditation came from several sources. First of all, and as I think we might have expected, there was criticism from the professional groups. Their criticism took two forms. First, said they—and sometimes it was very hard to say that they were wrong in saying so—there is no one else competent to judge; we are the only people who may judge the excellence of work in this field.

Second, they said, we are pressure groups. We are benign pressure groups. It is necessary that such pressure groups exist. It is desirable—I think this was implicit in their statement—that they be benign, but any way it is necessary that they exist in order to make certain that the standards of professional education in the field in which we are interested are kept high.

You realize that that is a part of the first statement, that since they are the people who are competent to judge, therefore they are the people who are competent to set standards; as pressure groups they are people who must control professional education in their field. That brings us right to the point that Dr. Brumbaugh made early in his talk of one University President exclaiming, "There is nobody left to protect us in our liberal arts program."

What I have said is not intended as criticism of many of those professional groups, of what they have done in the past. We all owe a very real gratitude to those professional agencies for improvement in standards in such important fields as law, nursing, medicine, social work and several other fields.

Second, the criticism of the proposed national list was justifiably raised by a number of agencies on the ground that it was not a national list but a list of regionally accredited institutions. That is a profoundly different thing, and let us recognize that while that was a verbal difficulty and the verbal difficulty was resolved, the list which will come out and be in your hands during the next year is not a national list. It is a list of regionally accredited institutions.

Third, the objection raised to all efforts at the coordination and control of accreditation was that these efforts would inhibit developments in the accrediting field. Those who were interested in the coordination and control were a little inclined to reply briefly and perhaps facetiously, "Yes, we know, and that is what we meant." There is, nevertheless, even though we are interested in controlling

accreditation, grounds for some concern lest the control become too tight and lest important actions in the accrediting field be inhibited.

Let us pass from these criticisms of what happened in Washington to the report of what your Commission on Institutions of Higher Education is doing with respect to the coordination and control of accreditation. First of all, a proposal was made in Washington for the study of accrediting associations. It is a compliment to Messrs. Nyquist and Miller that they were handed the job of preparing that proposal and presenting it through channels in the hope that the proposal would gain financial support, and would become effective in the form of a temporary organization which will actually undertake to study detail by detail the operations of the accrediting agencies.

Second, and I think of great importance, your Commission has investigated empirically the problem of accrediting institutions as a whole. We have investigated this with the consent of one of our most complex institutions in this area, New York University. The Commission as a Commission visited New York University the first week of this month. The Commission was reinforced by able and interested representatives from professional fields and by volunteers from other liberal arts institutions as well as from professional fields.

We descended on New York University thirty strong. We spent a week there. We came out of it with the conviction that an institution can be accredited as a whole, and I invite to your attention the fact that although this concept of accreditation has been studied and discussed for these many years, nobody has ever tried it before. Your Commission has tried it. You may want to ask me questions about it, so I will not go on and discuss in detail what happened at that visit.

However, I will add this important outcome of it, that as a result of that visit several specialized agencies in the Middle States area have indicated their plan to discontinue separate visits, and hereafter to cooperate directly with the Commission on Higher Institutions in its evaluation. This then is a concrete step in the reduction of the amount of different accrediting activity. I hope we can go farther and look forward indeed to the day that we can.

(As a result of the discussion which followed, President Harry V. Masters of Albright College presented a resolution, which was seconded by President Theodore A. Distler of Franklin and Marshall College as follows:

We commend our Commission on Institutions of Higher Education for its present cooperative efforts with other regional organizations and with national committees and commissions looking toward a larger coordination and a

simplification of accrediting procedures in colleges and universities. We express to our Commission on Institutions of Higher Education that it is the sense of the higher educational institutions of this Association that the accreditation of specific subject matter departments in our undergraduate liberal arts institutions by professional subject matter societies, whether actual or implied, be discouraged.

This resolution, which was prepared during the luncheon period, was presented and unanimously adopted at the opening of the afternoon session.)

THE REVISION OF THE EVALUATIVE CRITERIA

R. D. MATTHEWS, *Chairman*, Presiding

After the general meeting of the Association on Friday morning those persons interested in evaluation of schools on the secondary level met in the Rutland Room under the leadership of Dr. Matthews, Chairman of the Commission on Secondary Schools. The room was filled to capacity.

Dr. Matthews described the chief changes that will appear in the 1950 edition of the Evaluative Criteria which will be available by May 1, 1950 from the Cooperative Study of Secondary School Standards, 744 Jackson Place, Washington, D. C.

The meeting was then thrown open for questions. A principal asked how enrollment statistics should be reported when the school had semi-annual promotions. Dr. Matthews answered that such figures should be used as would give a clear picture of the school.

Some one in the audience asked what proportion of the secondary schools in the region were accredited. The answer was that about 25 per cent of the schools were so listed. In Delaware the proportion was about 40 per cent.

The question of the legality of spending money for evaluations was raised. It was stated that no legal test had been made. The general consensus seemed to be that if it was included in the budget it would cause no criticism.

There was some discussion about norms in the revision of the Criteria. No norms will be published, but it is the hope of the Commission to develop norms for this region out of year to year experiences in evaluating schools.

Dr. Matthews asked whether financial costs of evaluating schools was a hindrance. The Commission is sometimes concerned about unnecessary expenses. Several persons in the audience said that the cost seemed very low when presented to business men.

The question of paying chairmen of committees was raised. There was some sentiment for this, but most persons present thought this inadvisable. Boards of education might hesitate to release personnel if it was for other than reasons of professional cooperation. It was felt, however, that a chairman might be called back to present the report a short time after the committee visit. Compensation for such extra service would seem to be justified.

There seemed to be some sentiment that the oral report of the chairman immediately at the close of the visit was not entirely satisfactory; for this reason, when desired, the chairman might be asked to return at a later date. Such arrangements might be made by mutual agreement.

There seemed to be a rather general feeling that the chairman should have more help in his work. Dr. Matthews said that the revision would provide such material. There was also a suggestion that a meeting of chairmen be arranged for at Schoolmen's Week at the University of Pennsylvania.

From the audience came a question about the emphasis placed on college preparatory types of schools. Dr. Matthews thought that there was more attention to other aspects of secondary education in the revision.

Another question concerned the opportunity to present aspects of religious education. Dr. Matthews said that there would be better opportunity to include any special emphasis in the school program; this of course included the religious emphasis.

At one o'clock the meeting adjourned with a strong sentiment from those present that a similar meeting be held at next year's annual meeting of the Association.

AFTERNOON SESSION

FRIDAY, NOVEMBER 25, 1949

LIBERAL EDUCATION

REAR ADMIRAL JAMES L. HOLLOWAY, JR., U. S. N.
Superintendent, United States Naval Academy

A discussion of liberal education demands at once a definition of terms. I am sure that in five minutes we could gather together a hundred excellent and quite diversified definitions in this learned group. Our individual concepts of liberal education would, nonetheless, I am sure, have certain elements in common. We would hark back to the freedom, the emancipation from ignorance and moral and intellectual insecurity implied in the word "liberal," and we would read in the word "education" the leadership and responsibility of the college in the development of its students. This dual concept of freedom and discipline is fraught with implications.

It is a tremendous responsibility for a college to decide what is best for its students. And yet, to my mind, if a college shirks this obligation it is failing in its mission. The broad values are easy to name. We have but to list the moral and intellectual virtues. Our difficulty arises when we attempt to set forth the means of achieving the values we desire. And yet, here too, we must accept the challenge. In fact, we must be alert not to overlook such opportunities for leadership. We must have convictions and bring them to bear, and at the same time we must be open-minded and progressive. But it must be borne in mind that there are often many and different paths we may tread in arriving at the same goal.

Most colleges face the problem of providing their students with both a liberal education and a readiness to earn a living. At the Naval Academy we have the problem of turning out professionally qualified officers who possess a liberal education and, in addition, who are imbued with the desire to make the Navy a life career. Our program is based upon what we consider to be the needs of future naval officers, namely: (1) character and leadership, (2) an understanding of human values, (3) clear and logical thought, (4) scientific insight, (5) professional knowledge, and (6) physical fitness. As you see, the values of liberal education permeate the entire program.

With a full realization that an account of any one college's approach to the area of liberal education constitutes only a fraction of our national effort, I believe that a brief discussion of the Annapolis program would be appropriate and of interest to you.

Our curriculum is a prescribed one. All midshipmen pursue

the same courses, except in Foreign Languages and English, where advanced work is provided especially qualified students.

The prescribed curriculum permits a high order of interdepartmental as well as intradepartmental integration. Studies are arranged to be mutually supporting. The Department of Mathematics, for example, in addition to establishing a basic mental discipline, so organizes its courses as to prepare the midshipman in technique and theory, for each step he makes in the scientific and professional departments.

The centrifugal forces of specialization are vigorously resisted. The complexity of the modern Navy is such that, at this undergraduate level, there must be established basic knowledge and concepts in the fundamental sciences, in the character-building humanities, and in the essential and basic professional areas.

The fundamental sciences of physics and chemistry, together with a modicum of biology, are contained in the first two years. Mathematics well into the differential and integral calculus and mechanics spreads over the first three years. Foreign Languages, English, History, and Government, and Marine Engineering claim the balance of the first two years. Psychology is likewise in this period. The fundamentals studied in the plebe and youngster years provide a solid base for the more professional courses of the last two years.

There is no cutting off of the liberalizing studies, however, with the end of the second or youngster year. The Department of English, History, and Government, for example, provides a continuous educational experience throughout the four years. Here particularly is an example of intradepartmental integration.

In taking up the education of a midshipman the Department of English, History, and Government assumes that the plebe arrives with a reasonable knowledge of English usage and of United States history. This assumption, justified by the nature of the entrance requirements, is the basis upon which the educational program is built.

The plebe, or freshman, year is devoted largely to improving the student in the arts of communication—his usage of English, his written expression, and his comprehension of texts. He is drilled, in short, in reading and writing. The *composition course* is combined in the second term with a survey of world literature. In an anthology he reads brief literary works and selections from longer works by writers of western civilization. The purpose is not only to increase the student's appreciation and enjoyment of literary works; the course also has philosophical content in that it presents man expressing himself against the background of historical evolution and

so prepares the midshipman to grasp with deeper insight the courses in history to follow. Here, too, he is induced to reflect upon moral values, on the aspirations of men and the inspiration of their ideals. Here is beginning to be added to the standards he brings from his home, his church and his associates the bright illumination of the spiritual content of great writing as a mirror of man's inner growth.

In the first term of his second year, the midshipman studies *European history*, to observe man engaged in political, social, and economic activities. He thereby begins to perceive the causes of the rise and fall of nations and so prepares himself better to understand the present. In the following course, *United States Foreign Policy*, the United States history which the midshipman studied in secondary school is related to the European history which he has just studied. United States history is reviewed from the standpoint of the relations of the United States with the rest of the world—in particular with Europe. The student thus begins to acquire an appreciation of the problems of statecraft on the international level.

The third year begins with a course in *Government*. The midshipman takes a closer look at the machinery by which his own country is run. He sees how the powers and activities of our federal government have grown out of the provisions of the United States Constitution. He sees how the Navy is related to the rest of the governmental organization and so prepares himself more adequately and intelligently to serve his country. It is vitally important that our country be known and appreciated by those who are to be called upon to assume duties in her government, to protect her, and to represent her abroad. The midshipman must be keenly aware that as a Naval Officer he occupies a well defined position of responsibility in a constitutional government, that the lines of authority upon which he takes his place are an integral part of the body politic, that he, no less than the Secretary of the Navy, derives his authority from and owes his loyalty to, constituted authority.

In the course in *Economics*, which follows, he seeks to discern the background of our modern economy and the principles upon which it is based. He considers such problems as unemployment, the business cycle, inflation, tariffs and tax policies; he learns the vocabulary and basic idea of economics. In this era of total war, every naval officer must understand a modern fighting force's dependence on and inter-relation with the national productive machine. The midshipman also studies forms of economy other than our own, makes comparisons, and thereby develops judgment in finding his way among the conflicting ideologies of the modern world.

Along with *Economics* the midshipman continues to work on

his communication skills by regular exercises in speech. Indeed, drill in expression never ceases during his four years, for it is the policy of this department to correct errors in usage and style in each of the papers which he turns in at frequent intervals in all courses. As an aid and refresher for this part of their work, most of the history instructors at one time or another teach a course in composition—either in the plebe year or in connection with the first class research paper.

In his first class, or senior year, the midshipman comes to the culmination of his studies in this department. The courses are intended to complete his earlier studies, give them deeper meaning, direct them along the lines most important for his profession, and arouse in him a desire for continued reading and reflection after graduation. He begins with a course in *naval history*. Making use of his previous studies in history, he reviews the world panorama from the Peloponnesian wars to the present—this time from the point of view of sea power and its influence upon the rise and fall of nations and empires. He perceives the connection of strategy with politics, economics, and geography and discerns the basic principles of warfare which thus far have not changed in a world of changing weapons and methods.

The midshipman now takes his final course in literature, in which he gains deeper understanding of man against the backdrop of the world. He reads in historical sequence a series of *European literary masterpieces*: *Don Quixote*; *Faust*, Part One; *Old Goriot*; *Anna Karenina*; and two plays of *Ibsen*—masterpieces of Spain, Germany, France, Russia, and Norway. He thus is introduced to the major literatures of Europe and is encouraged to read further on his own. He is given an understanding of the national character of other peoples: their motivations, their standards, social customs and their heritage.

In connection with his courses in the last year, but linked to all preceding courses, the midshipman is required to write an extended term paper. In this he must combine his skill in expression with his knowledge of history and obtain important further training in both. The paper, which must be prepared in conformity with the methods of historical research, draws on everything the student has learned in four years in this department. It should, moreover, teach him to think and work in an orderly manner and imbue in him a respect for facts.

Thus are imparted to the midshipman facts, skills, and habits of thought which are vital to him as a professional officer and a useful citizen. It is from such studies that he must find for himself, out of the past, sound values for his future. Here, as well as in his

professional character building under the Executive Department of the Academy, he must learn a way of life, achieve a sense of fitness which lets him see beyond his professional skills to his ultimate purpose in the scheme of things.

The area of foreign languages at the Naval Academy is a particularly vital one. Every midshipman studies two years of a foreign language, either French, Spanish, German, Portuguese, Russian or Italian. Advanced courses are provided in French and Spanish for those midshipmen entering the Naval Academy with sufficient high-school foreign language preparation. Optional instruction is available in all languages during the last two years. While the Naval Academy insists upon reasonable proficiency from a linguistic standpoint, it stresses the area study concept throughout the foreign language work. A mere interpreter's or translator's facility is a barren thing without an acquaintance with the civilization, customs, literature and history of the foreign people. The stimulus received in the foreign language courses is evident in the lively language clubs participated in by more than 20 per cent of the Brigade, and numbering 175 members in the Russian Club alone. A constant flow of guests from foreign embassies in Washington enriches the language club experiences. Visiting cruise ships from foreign navies and the presence of foreign midshipmen at the Academy keep the midshipmen aware of our international position. The summer cruises take our entire student body on thoughtfully planned itineraries in foreign countries. I might add that our faculty members continually take advantage of passage on these cruise ships and year after year pour the enthusiasm and knowledge gained from summers abroad into the entire program.

In discussing foreign languages we have moved into an area of considerable impact for the students, namely, the area of extracurricular activities. As Dean Knapp of Temple University has remarked: "(these) activities are not to be considered as 'side-shows' nor as primarily recreational in character, but should be regarded as educational media. The curriculum and the extracurricular program are two parts of the same educational process. Both are essential to the purposes of higher education."

I believe that we are missing a bet, if we do not exploit these activities to our purpose of providing the college students with a liberal education.

At Annapolis the extracurricular activities are entirely in the hands of the midshipmen, but under the experienced guidance of the faculty and the administration to ensure a minimum of wastage and ill-directed effort. Burges Johnson, in his delightful volume *Campus versus Classroom* reports a woman student protesting: "I came

here as the result of financial sacrifice, to spend four years under the direction of experts. A great deal of my time is wasted because a few inexperienced girls want to try experiments in governing me. So far as I am concerned, the experts can be as arbitrary as they like—if I know they are expert!" I think the young lady was right, and I maintain that herein lies another of the college's obligations.

There are certain pursuits for which time may not be available in formal courses. It is often possible to compensate for the lack of academic time by making use of extracurricular opportunities.

Music at Annapolis, for example, is very much of a going concern, and yet there are no formal courses in it. Often a program can accomplish much more than we could hope for from a course. For group participation we take advantage of the musical abilities which our entering students bring to Annapolis and to our Chapel Choir, our Antiphonal Choir, our Glee Club, Dance Orchestra, and Vocal ensemble. The Christmas Sings, the annual Concert Series, Musical Club shows and Choir activities reach the entire Brigade. Even if a midshipman is not a performer, he can not go through the Academy without at least listening to a good deal of fine music.

The Naval Academy Museum plays a part in promoting artistic interests through its art exhibits, including the exhibition of the accomplishments of the midshipmen in the graphic arts. In general, I should say that a college which limits its art exhibits to the art majors is overlooking an opportunity of service to its students.

One of the great educational goals should be perspective and the co-ordination of knowledge. Every college has its lecture series, where much can be accomplished along these lines. At Annapolis we have patterned our lecture series, both from the point of view of time and of coverage, to reinforce the formal course work. It seems to us that the period in which the midshipmen can most profit from the presentation of the broadest views and the most meaningful implications is after the completion of several years of basic study. We therefore concentrate our special lecture program in the senior year. For the past three years Professor Brand Blanshard, Head of the Department of Philosophy at Yale University, has delivered the initial lecture of the year, and of the social-humanistic area. It has seemed especially fitting to begin with the subject of philosophy, which embraces all branches of learning and yet is contained in no one of them, and which serves both as a guide and a measure in other pursuits. This area of lectures runs the gamut of literature, history, economics and international relations. Lectures in the tech-

nical area are designed to give the midshipmen an insight into the materiel and personnel problems confronting the Navy today. The group of lectures in the operational area deal with the problems of higher echelons of command and staff duties, for which a foundation is laid in the undergraduate phase of naval education. A lecture program, I believe, should be consciously oriented to the educational goals of the college. Visiting lecturers of broad actual experience can bring a sense of reality, of perspective, and a real inspiration to the college program.

We do not believe that we can *teach* character on a formal course basis. The development of character, however, should be one of the college's recognized goals. Every midshipman at Annapolis goes to church, and every denomination and creed is provided for, either within the Naval Academy or in the churches of the city of Annapolis. The Naval Academy Chapel is attended by 80 per cent of the Protestant midshipmen. We have likewise Roman Catholic services in the Chapel, a feature which I established when I first came to the Naval Academy as Superintendent. The midshipmen participate in running the Chapel, and they have their active Christian Association and Newman Club.

The extracurricular opportunities for character building are infinite. The coaches in our athletic programs and the commissioned officer counselors in our great dormitory, Bancroft Hall, play a tremendous role in this regard.

Fortunate indeed are those students who can live in closely-knit college communities. The college can do far more for them in the way of guidance and inspiration. In this respect, Bancroft Hall is just as significant to the Naval Academy as are the Houses of Harvard and the Colleges of Yale to those great institutions. The way of life at the Naval Academy is oriented to Bancroft Hall, in the creation of a sense of social and military responsibility, and a capacity for strong, enthusiastic and confident leadership.

In our counseling and in the participation of the midshipmen in the administration of the Brigade we have established a definite coordination within a way of life of extracurricular activity, responsibility, and formal class work. The austere and military life has been recognized through centuries as an important factor in the development of character oriented to devotion, reliability, and a high sense of responsibility. The extensive extracurricular program encourages and gives opportunity for initiative and originality within this way of life. The routine, the administration, and leadership of the Brigade are exercised by the midshipmen themselves. An extensive system of watch-keeping and periodic assumption of duties in the administration and military leadership of Bancroft Hall and

in the Brigade in ever increasing increments of responsibility through the four years serve to develop a moral fiber and an eternal vigilance which must be indigenous to the character of a line officer in our Navy.

We continue to teach leadership and responsibility through the time-tested means of precept, example and actual practice. In addition, we have undertaken the formal study of leadership in three main divisions, studies for continuing integration with the way of life, and the precept and example of historic pattern. The first phase of this formal study is devoted to psychological principles as a basis for understanding human relations problems. The second phase recognizes that which Sir Richard Livingstone, Chancellor of Oxford University, has referred to as an ignored educational principle, the significant realm of experience. The actual experiences of successful naval officers in the field of leadership are studied. Granted that this is still vicarious experience for the midshipmen, it is a valuable and necessary counterpart to pure psychological theory. The third division of the formal leadership study is a series of case studies carefully selected from a large collection of leadership problems submitted by officers and men of the Fleet. Actual experience, *not vicarious this time*, in the handling of human relations problems occurs in the administration of the Brigade by the midshipmen. The problems arising therefrom are discussed with the commissioned officer counselors who are also the instructors of the leadership course. Such discussions may be held in the leadership classroom or in private conference with a counselor. Here we are in accord with John Dewey's basic concept that ideas have validity only as tested in action and as judged by their consequences. Experience is the only genuine teacher of leadership; however, judicious guidance and formal study can eliminate many pitfalls and often prevent painful situations from arising. We recognize and we point out to the midshipmen that human relations problems have many answers, one frequently as valid as another, but we feel that our collective thinking should be helpful and we believe the young men need and will profit by our efforts in this area.

A liberal education carries too much obligation with it to allow any place for agnosticism. The college can not quit its job by saying "I don't know" to its students. We must try to give the students positive values, all the while encouraging a healthy, creative judgment, but not leaving the students "up in the air." We must send forth graduates who are humane, tolerant, broad-minded persons of keen spiritual, moral and personal perception. We must give them the sort of liberal education which will make them protagonists in maintaining the dignity of man and the great human

values, that they may act as a centripetal force in bringing moral and spiritual values into sharp focus and further those high ideals to which people can adhere with tenacity and devotion.

EDUCATION FOR VOLUNTARY CITIZENSHIP

KATHARINE E. McBRIDE, *President*, Bryn Mawr College

When I started to work on the subject which I have been given today—"Education for Voluntary Citizenship"—I thought in the beginning that I would be concrete. I would avoid those generalities that are so easy to utter, I would really this time be concrete. Perhaps I have been in office long enough so that I can no longer be as simple and concrete as we should try to be when we are dealing with these tremendous subjects.

"Education for Voluntary Citizenship" is a large subject. If it were understood in the largest sense, it really would be a kind of combination of education for all American youth and higher education for American democracy. I shall not try to combine these important principles, but instead consider the subject with special reference to that word "voluntary", education for voluntary citizenship.

That has been the approach of a group of Friends schools where this particular aspect of our educational problem has perhaps had more discussion than in most of the other areas. I could start with some of the recommendations of Burton Fowler in one of the articles he wrote for "The Friends Intelligencer." He pointed out as a necessary part of education for voluntary citizenship democratic procedures in the school or college from top to bottom. He would point out the importance of curricula, rich in opportunities for study of the social needs of the time, and he would point out also social action which stems from the student's growing understanding of social issues.

Now in the Friends setting, I think that word "voluntary" could probably be used without some of the complications that it might encounter if it were extended to far wider use. "Voluntary" means that the pupil or the graduate is ready to act of his own accord from his own understanding, from his own concern, in the Quaker sense. His readiness to act, however, is considered to be dependent in part on the experience and training the school is able to offer. As Admiral Holloway has just said, this experience is a very important part of the teaching process.

Now his participation in the school is not necessarily voluntary. We require, after all, that pupils go to school for a good many years of their lives and I can see, to press the point to absurdity, that we even get to talking about required courses for voluntary citizenship.

But that isn't more than playing with words and I don't mean to do that. I think the phrase we have in mind might as well be "active citizenship", but whether it is active citizenship or voluntary, it means participation in the community and the State and the Nation.

The question is then what school or college experience leads one to want to undertake such active participation voluntarily. Each member of the audience could point out important factors, and as I suggested in the beginning, I wish I were able to be a little more concrete about it. I think I cannot for one reason, because there is so much to say.

My first point stems from that which Burton Fowler made, democratic procedure from top to bottom within the school. I am sure that he means to include there underlying democratic philosophy, and that means respect for the contribution and the opinion of the individual, whether the individual is a child or an adult, whether the individual is pupil or teacher. Once that respect is there, the democratic procedures of the school or college can be worked out in various ways. We can have community government or we can have student governments or other forms of government which give each individual a part in determining policy.

I suppose if we set the question: Does the experience of democracy in school or college help the graduate to become a better citizen in a democratic country?—most members of this audience would say yes; most educators in any group would say yes. But some of those who answer yes would be making statements of opinion or wish rather than representations of the situation which really exist in our own schools and colleges.

In other words, it is easier to say yes to that question of the importance of democratic set-ups in school and college than it is to institute them. A great discrepancy exists in this area between our objectives and our accomplishments, and I have been trying to think how I can say quickly what the basis for the discrepancy is, because I think it is a serious discrepancy.

One reason for the discrepancy seems to me to be the very large size of many of our institutions. Some large institutions are notably successful in establishing democratic working communities, but the task is very hard and all too often the large institutions fail to establish a community of any coherence for the age group of secondary school or college.

I don't believe that the task of establishing democratic working communities is impossible anywhere, not even in the largest institution, but I do believe that we are not spending the time or the money that it really requires. I think we need more investment of time and

money if we are to develop within the large institutions groups which will give the student experience in the democratic process.

Now there is one very good reason for the discrepancy between objective and accomplishment. I think there is another reason we can take less pride in and that second reason is a lack of courage. We fail to make the school or the college a democratic community sometimes because full-fledged democracy is a task we can't face. Full-fledged democracy is hard to initiate and certainly hard to continue. It requires a willingness to give up individual personal preferences and to act with conviction on the will of the majority. We are not all of us ready to do that. It requires us to give up, it undermines prejudices that we may not be quite ready to give up. In some sections it means, for example, racial prejudices; in other sections, religious prejudices.

Furthermore that full-fledged democracy in a school or college involves the risk of change. In a full-fledged democratic system, students or faculty may introduce new plans which are not entirely approved by the officers in charge of the school or college. And you can all think of plenty of ways in which those not impossible plans would be described. They might be said to be somewhat ahead of their time. They might be said to be temporarily unwise. There are other ways of describing those new ideas, which are just a little too far ahead at the moment, and which might be instituted if we put far-reaching authority in the hands of faculty and students.

The second reason, I think, then, that we are not establishing the degree of democracy in schools and colleges that would give students a real experience of democracy is that we haven't always the courage to do so. When we say that, we must realize of course that we can't count on students necessarily having the experience of democracy at home. Some homes are run on democratic lines, where the parents have real respect for the children; some are not.

When Admiral Holloway was talking about the respect that he taught the boys in the Naval Academy to have for their elders, I think we recognize that kind of respect, but there is another that is important too, and that is the respect that the adult has for the child. The child that comes from a home in which he is respected has a gain which he doesn't quite recognize at the time, and that is a first-hand experience in the essence of democracy.

Admiral Holloway talked of the many extracurricular organizations which are important for the students at the Naval Academy, and we could all parallel those organizations with similar ones in our schools and colleges. They are the second important factor underlying education for voluntary citizenship, and to my mind they are important chiefly for two reasons. One, they usually give

the child or the college student a greater experience of independence than he can get in even the most democratic school or college. These boys' or girls' groups, groups connected with churches, intercollegiate organizations, clubs within the college—provided they are clubs to which everyone can belong—those organizations can be run usually with more authority in the hands of the students than can the institutions as a whole. They are then valuable experience from that point of view, and very valuable experience for later community service.

My second reason for thinking that those extracurricular activities are so important is that except for the little jobs which the child has done at home, they represent his introduction to service jobs. Those organizations concern themselves, some of them, with community service; others with local politics; others even in the international sphere. You all know, I am sure, how fascinating that tremendously large international sphere is to the present day student and rightly so.

Whether they are organizations concerned with local affairs or international affairs, they do mean for the student the change in status that is important for adulthood. That is the change in status from the one who receives to the one who begins to give. I think that none of us fails to recognize the importance of that experience for education for voluntary citizenship.

It might seem that when these school and college and community organizations are so important, the more the merrier. It might seem that we should be entirely satisfied when students go into as many of these activities as they can possibly include in the schedule of a week. I think in this case, as in many others, moderation is probably a better rule than "the more the merrier." I suppose we have all found it true in colleges that some of the students who have been most active through high school, who have run everything, who have been in all types of community service, come to college and sign off for a time. They sign off for a period of rest and then sometimes find it hard to terminate that period of rest.

Now I really think that it is only the school men in this audience who would be tempted to take this as a demonstration that the college has no program equal in interest and urgency to the program of the school. I don't think it is that. I think the student can get too heavy a program of community and school activity and feels that he or she has to stop for a while to solidify his position in other respects.

One of the most interesting areas of experimentation now has to do with the relation between these school and community activities and the academic work of the school itself. I can't go into that for any real analysis, but probably in every school and college repre-

sented here there is some crossing of the line, some integration of the work of the two areas, and certainly those integrations are valuable.

I want to go on for a third point to the factor of the academic work itself and there, of course, the social sciences would seem to be the specific homework for the student who wants to become an active member of his community. They are so relatively new, so rapid in their growth that they are without doubt of greatest importance to the student in his later community relationships.

There is one great difficulty, however, and that comes from the very fact of progress, from the very rapid evolution of knowledge in the social sciences. I think perhaps that area more than any other demonstrates to us the amount of new planning we will have to do in the field of adult education, the amount of new planning we will have to do if the adult is to be aware of the contribution that social sciences can make permanently, not just the contribution that they made when he was in college.

It seems to me false to suppose that the social sciences are the only important area on which active citizenship depends. I think you could make a strong argument for any field that contributes to an understanding of the nature of man and so to any field in the humanities.

I was extremely interested in Admiral Holloway's talk of liberal education. It is one of the subjects on which I can always talk at the drop of a hat, and you will be glad to know that I am not going to. I am going to say no more than that I think we must consider as important for voluntary citizenship the whole area of literature, the arts, and perhaps above all philosophy, as well as the area of the social sciences.

I would like to say that our emphasis for the present seems to me so much on program in both schools and colleges that it is worth a word or two. We are extremely interested in all sorts of new developments in program, in requirements in the social sciences, in general education, in interdepartmental courses of one kind or another. These new developments represent attacks on present problems, for example, the problem of over-specialization. More than a little of their value comes from the fact that they are new attacks and they have the devotion of excellent teachers behind them and they arouse the interest of students.

As we all know, however, there are dangers in this emphasis on program. One of them is the somewhat ironic danger that the programs may appear to be adequate. In other words, the better they are the more danger there is. The more adequate a program seems to an educator, the more likely he is to think that the program itself will be enough.

In respect to voluntary citizenship, for example, to think that the best of programs in school and college will be adequate to insure voluntary citizenship without all the other efforts that seem to be necessary, the democratic organization in school and college that I have mentioned and all the extracurricular activities—I really think that ironic as the situation is, there is some danger in resting too much on the new programs.

If that seems ironic, I suppose the educator can at least say to himself that he doesn't really expect to rest, but he does know from this series of programs he will go on to another series, each having to be devised in relation to the educational problems of the moment and each having to be devised in relation to the great diversity among the student body as well. And that diversity among the student body brings me to a final point I want to make.

The individuality of the student seems to me to indicate the second source of danger in our emphasis on programs. It is part of the reason why I stress the humanities as well as the social sciences in relation to voluntary citizenship. Now, whatever our program, some students are going to find more meaning in one possible approach than another; in literature than in social studies, for example. We could never say that the student who chose the approach through literature would contribute less than the student who had made a scientific study of social institutions.

To recognize the importance of the individual is not only, however, to allow considerable latitude in his study. It turns on another point that I want very much to make. It turns on our willingness to accept very different kinds of contributions as part of the fabric of democratic society. The research scientist who doesn't even bother to vote is to that extent a dead loss from the point of view of the general objective of voluntary citizenship. So perhaps is the artist whose interest in man is centered in his writing or his painting, whose interest in man rarely appears in his day by day relationships with his fellow men. Even the best possible education for voluntary citizenship would not take, in the sense a vaccination is taking, for a hundred per cent of our future citizens, and indeed it would be a limited society that would show such uniformity among its members.

I suppose one of the strongest arguments for democracy is its support for diversity of talent and interest and opinion. In that respect democracy is an ally and a very strong ally of human nature itself. We know, however, too well that individuality can be crushed out of existence. We are probably not in much danger of educating it out of existence, but we might, by too much emphasis on uniformity of program or even uniformity of social responsibility, lose the

full potential of human talent, and that no democracy certainly can afford to do.

To look toward voluntary citizenship then in terms of the experience of democracy on the one hand and the series of relevant studies on the other still omits one point, and I am going to omit it too, except by reference to it. It is perhaps the keystone of the structure in some respects, and that is basic psychological adjustment so that the man who is making his contribution to society is as well adjusted as he can be, as objective, as free from prejudice, as well as able to go out from his own concerns to the concerns of his community and his nation.

That whole large area of mental health is, of course, one in which the student and college is immediately concerned. I simply note that it is basic for voluntary citizenship.

I suppose in a real sense every good quality is basic for voluntary citizenship, and when we consider education for voluntary citizenship, we are just making another attack on the great task of education, only this time we are saying we want to achieve a state of far greater concern about citizenship and of far greater individual responsibility than we now have. We want to gain, despite all the complexities of modern time, the widespread concern we apparently had in simpler times in this country. Such widespread concern would be a far greater achievement now, of course, than in the past. I think we would be content if we could approach the situation which de Tocqueville apparently found on his visit to the United States more than a century ago. You know the excellent memoirs which he wrote and I am going to quote from him as I close. To him the Americans seemed for more active in their participation in government than the inhabitants of other countries he knew, and he wrote: "If an American were condemned to confine his activity to his own affairs, he would be robbed of one half of his existence."

Is that the way we feel about people now? He would be robbed of one half of his existence? He would feel an immense void in the life which he is accustomed to lead and his wretchedness would be unbearable? I am convinced, as de Tocqueville says, that "if ever a despotism should be established in America, it will be more difficult to overcome the habits of freedom which freedom has formed than to conquer the love of freedom itself." And then he says about these Americans who spend at least half their time and half their energy on the affairs of the community: "It would be impossible to spend more effort in the pursuit of happiness."

I think that is what we want when we talk about voluntary citizenship, a state in which a large majority of the citizens feel

just as concerned with their responsibility as citizens as they do with the pursuit of happiness.

NEW HORIZONS IN HIGHER EDUCATION

ALVIN C. EURICH, *President*, State University of New York

Last Monday, Mr. Benjamin Fine reported, in the *New York Times*, on the enrollment of colleges and universities throughout the country. He reported the figure at approximately two and a half million, and indicated that was slightly more than 2 per cent more than we had a year ago. The percentage is quite insignificant. The fact that there is an increase during the period when we were expecting lower enrollments is highly significant. In the face of that we can well raise the question as to what the enrollments are likely to be in the colleges and universities in the years ahead.

In the November issue of the *Atlantic Monthly*, Professor Sumner Schlichter of Harvard, raised the question in regard to business. The question was how big would it be in 1980 and he made a forecast that by 1980 our production of goods in this country would be 67 per cent above the production of 1948. If his forecast is correct, by 1980 or some time before that we will be able to afford, in this country, a greatly expanded system of higher education.

There have been many predictions that have been made in recent years in regard to college enrollments in the years ahead. Those predictions range all the way from three million, or a half million more than we have this year, to six million. Six million, I think, is the highest figure that I have seen. The predictions depend upon the method of arriving at them.

If the curve of growth is projected from the beginning of the century, we get one figure, that is that college enrollments doubled from 1900 to 1920. They doubled again from 1920 to 1940. If they double from 1940 to 1960, we will have approximately three million college students at that time.

Another basis for making the prediction is to take the birth records of recent years and follow those through until the youth have arrived at college age, and if the assumption is made that we will have approximately the same percentage of youth in college in 1960 as we have at the present time, the figure again is around three to three and a half million.

If, on the other hand, the assumption is made that the percentage of college age youth in college will actually rise, the number of youth in college in 1960 will be far greater than three and a half million. If we take the desires of the parents in this country

for an education for their sons and daughters, the prediction could be fantastically higher than six million.

You perhaps have seen the recent Fortune poll which indicated that a cross-section of the parents of this country wanted a college education for their sons to the extent of 84 per cent of them. Sixty-nine per cent of a cross-section of parents throughout the country want a college education for their daughters.

The American people believe in education; the American people believe in higher education, and why shouldn't they? From the very beginning of this country we have been extending the period of schooling for our youth, and as we have extended the period of schooling, as we have extended the amount of education, we have prospered and our standard of living has gone up and up. And so in our thinking we associate more and more education with a higher and higher standard of living.

Actually the colleges didn't determine how large they are today, nor have they ever determined how large they would be. For the most part colleges have increased in size because of two factors. First, the tremendous pressure on the part of the American public for more and more education; and, secondly, because of an illusion, and that illusion is that we could take in just a few more students to get a little more money from tuition without actually increasing the expenditures.

And I doubt that the colleges and universities in the future will determine their size, will determine the number of students we have in colleges any more than we have in the past. To be sure there are individual institutions which have fixed their size. The medical schools, over a period of years, have determined how many students they would admit, but even now the medical schools are breaking down, in terms of their admission practices, because of the great public demand to train more doctors. In view of the demand, in view of the trend, we have another period of adjustment ahead, and we can well raise the question of what are we going to do about it.

There are several approaches that are made in answer to that question. One approach is that we ought to restrict enrollments. We ought to cut back. We have far too many students in college at the present time. But I doubt very much, in view of our history, in view of our tradition for more and more education, whether by and large that is a realistic approach. All the way through we can make exceptions for individual institutions, but I am talking about the overall problem of colleges and universities throughout the country.

Another approach that has been suggested is that we maintain

our program in colleges about as it is at the present time and that we permit more and more students to come in to take the courses that we offer. We should not extend our offering because, after all, in doing that we change the nature of the college. Again I submit that that is not a realistic approach in terms of our tradition. Let us look back just a little.

The early colleges in this country were founded to do very restricted things. The earliest colleges were founded to train people for the ministry. That is true of Harvard. Most of the charters of the earliest colleges provided for courses to train people for the ministry and for civil government. Essentially we followed in that the European pattern, the English pattern. As a matter of fact, the earliest curriculum at Harvard was essentially the same as that provided in the colleges in England. And we restricted our offerings in colleges throughout this country for approximately two centuries. In other words, we had two hundred years of experimentation with a restricted program in the colleges and universities of this country and then we found that restricted program unsatisfactory and began breaking away from it.

We did that mostly during the nineteenth century, although in the latter part of the eighteenth century we tried some experiments. Thomas Jefferson, for example, changed the program at William and Mary College. He decided, because William and Mary didn't have sufficient resources, just to do away with the old program and start a new one, which included such courses as those on law and politics, the beginning of work in administration, including modern languages, mathematics and physics, and a variety of other fields, including an Indian school. And it is significant that that early breaking away from the European tradition occurred during the time of our Revolutionary War.

In the early part of the nineteenth century, Harvard, under the leadership of President Tichnor, introduced a wide variety of courses, and one institution after another throughout the country introduced additional courses, for the most part always under protest that it had to do so. Then during the latter part of the nineteenth century we broke away completely from the European pattern and developed a distinctly American college and university.

It is more than a coincidence that the Federal Government acted in regard to this problem at the very time we were waging a war in the interest of a principle that all men are created equal. It is more than a coincidence that the Land Grant College Act was signed by Abraham Lincoln. It is more than a coincidence that the Land Grant College Act provided for colleges which would train

not in terms of the old professions, but train people in agriculture and mechanical arts.

In taking that step we, as a nation, broke sharply from our European traditions in establishing a wholly new and distinctive system of higher education for this country. In view of that tradition, long established by now, I doubt very much that we can say that from this point on we will not expand our programs in colleges and universities, that we will stay as we are. We will crowd more students into our campuses but we will still offer the same program that we have offered up to now.

The third approach, and to me a much more realistic approach, is that we need to chart new horizons for the future in terms of this problem that confronts all of us. What are some of those horizons that we can see from the vantage point of our historical development?

First we have the horizon in the predictions of a much larger college enrollment throughout the country, even though we take the most conservative estimates for the '60's. That is one horizon to which we need to adjust.

A second horizon growing out of our historical development is the need for expanding greatly our conception of the American college and university in terms of the programs that we offer. Just a few illustrations of what we could do in expanding that conception. We have developed over the years work in a wide variety of professional fields. In doing so and for each of those professions for which we now offer work, we have lifted the level of competition in those professions. Recently I looked at a Harvard catalog of 1825. At that time they were offering work in three professions. Then I picked up the catalog for this last year and found that Harvard now has ten professional schools and offers work in twenty-nine different fields of specialization in the School of Arts and Sciences, or a total of thirty-nine different professional fields for which Harvard is preparing at present. And Harvard has not expanded as rapidly, as you know, in terms of professional fields, as many other institutions.

What are some of the additional professional fields which we need to encompass within our college programs? First I would say are the technical fields for which work can be offered for the most part in a two-year community college or junior college. And in this rapidly growing technical society we have great needs in the technical areas which are not now being met. We have need, for example, for medical and dental technicians in order that our doctors and dentists throughout the country might greatly extend their services with competent help.

We have need for technicians in the rapidly growing field of television. In electronics we have already developed extensive training programs, but only the beginning of what will be needed in the period ahead. We have need for technicians who can handle the complicated farm machinery which we have developed in order to produce greater and greater amounts of goods with less and less man hours. Those are only a few of the technical fields for which we can, if we will, offer work in two-year community and junior colleges and thereby lift our level of competence greatly.

Another area which we have barely touched in our colleges and universities is that of the education for women. If this civilization were to be destroyed and some archeologist were to come along two or three million years from now and the only records he had available were the college and university catalogs of this country, he would wonder what happened to the women after they left college. We have developed our professional fields in terms of the work that men do in our society, but we have ignored almost completely, and I am speaking by and large for colleges and universities throughout the country, the kind of work that women do after they leave college. We have assumed that women can acquire competence in homemaking and in rearing children through an apprenticeship system or by trial and error. It is the same kind of assumption that we made years ago in law. It is the same kind of assumption that we made years ago in pharmacy. It is the same kind of assumption that we made years ago in business. It is the same kind of assumption that we made years ago in regard to teaching. But in all those fields we have developed professional work wholly on the assumption that we could lift the level of competence.

I know of no field, of no profession where we need so much to lift the level of competence as in the rearing of our children and in the development of our homes. And since we have lifted the level of competence in all these other fields, can't we assume also that we can do likewise by concentrating upon the development of new programs in our colleges and universities for the education of women?

Another field that we have barely touched in colleges and universities is that of government service, and yet at the present time we are employing in our federal government more than two million people. We have over 200,000 federal employees in the State of New York alone, and on top of that number there are millions of others employed by states, by counties, by municipalities, to carry on the work of government. Much as we may deplore the trend, as some of us do, is there any better way of changing that trend than through the process of developing a higher degree of competence for carrying on the work that needs to be done by gov-

ernment, in order that the work of government might be done much more effectively than it has ever been done in the past? In other words, can't we assume, in the field of government just as we have in all other professions, that we can lift that level of competence?

Still another field is that of preparing men, and women too, for operating small business enterprises. Professor Schlichter, in his book on "Our American Economy" indicates that our great strength in this country, in terms of our free enterprise system, derives from the fact that we have so many different centers of initiative, and in that he was referring to the large number of separate business enterprises that we have, the large number of farms which are operated directly by the owner, each one of which represents a center of initiative. If that is true, is there not the great possibility of lifting the level of competence of our business operator, of our business managers, of those who are in control of our small business enterprises so they can exercise that initiative with a higher degree of trained intelligence?

Still another field is that of world service which we barely thought of in connection with the development of our college programs. And yet since the end of the war we have been sending thousands of people all over the world to carry on various types of work—Europe particularly, Germany, Japan, China, India, the islands of the Pacific, just everywhere. Many of them, to be sure, have been trained to carry on certain special services, but for the most part they have not been trained in terms of a new world outlook which we have acquired since the last World War.

These are only a few of the fields to which we might give attention in expanding our horizons, in extending our curriculum, and if we did we could absorb millions of more students in our colleges without reaching the saturation point. I am not talking of lowering standards anywhere; I am talking of raising standards. I am not talking of admitting to colleges those in the lowest levels of ability, for every study that has been made indicates that even up to the present time we are admitting less than half of the students in the top fourth of high school scholarship to colleges throughout the country. So we still have an enormous reserve of native ability that has not been trained to do the jobs that need to be done in a democracy. That is just one area—the vocational area.

We have a similar task ahead of us in the field of general education in re-thinking that whole program along the lines that Miss McBride has so effectively outlined to us this afternoon, in order that we can develop a higher degree of competence in carrying on the responsibilities of citizenship. Practically every day in this country we ask our citizens to make judgments on matters that have far

reaching effect throughout the world. Can we assume that up to the present time in our educational program we have developed all the competence we need in order that those judgments might be made on a sound basis? So we have then the problem of re-thinking that part of our program—general, liberal, whatever we may call it—that cuts across all professions, that trains a person or educates him to be a better citizen, that educates him for more effective home and family living, that educates him to be more effective in working with others, that educates him so that he becomes a resourceful person and is not continuously met with frustrations such as those that are imposed upon us by our highly developed society.

These seem to me to be new horizons in terms of the development of our program generally in colleges. I would regard as the second major horizon ahead of us a further development of our vocational and professional work and our program of general education.

The third major horizon that I see ahead of us is that somehow or other the colleges and universities of this country must provide a new type of intellectual and moral leadership to solve those problems that are so baffling to the world today. It is very significant in college circles that the most important developments of World War II came out of the laboratories of colleges and universities, a leadership by colleges and universities of which all of us connected with them can be proud.

Unfortunately we cannot say in this post-war period that the most significant developments in solving many of the problems that confront this government and the world have been solved or even have had suggested solutions come from colleges and universities. I am talking now of international relations, our relations with other governments, but I am talking also of problems we have at home.

I am talking of the problem, for example, of discrimination against people on the basis of race, color, creed or national origin. To me that is one of the basic problems we need to solve in this country before we can be effective in international relations. How can we be effective in international relations when two-thirds of the population of the world have color that is different than ours, and yet we discriminate against them in this country. That is an area in which the colleges and universities can provide outstanding leadership if they wish to do so.

In other words we have here a whole series of social, ethical and moral problems which the world is now facing. Why cannot the colleges mobilize the resources that they have in their trained intellects in the various social sciences and in the humanities, as Miss McBride suggested, and deal with those problems in essentially the

same way we dealt with the problems during the war so that we can provide the same kind of leadership that was provided in the development of the atomic bomb? In other words it would be a kind of constructive leadership rather than the kind of leadership that leads to destruction. That is a whole area which we need to examine thoroughly.

These are just a few of the new horizons as I see them ahead. All of you, I am sure, can add others, but how can we go about the job? That is the next question. Even though we see these horizons, how can we proceed to tackle them?

It seems to me that the first thing we have to do in individual colleges and universities is to re-examine our purposes and aims in terms of this whole structure of higher education in America. It has become so complex that no one college can do all things in this system of higher education. It doesn't make any difference what the resources of the colleges and universities are. No one institution can cover this whole field, and if an institution tries to I am sure it will be frustrated at every turn, just as much as if one individual today tried to encompass all knowledge that exists in the world. He would be utterly frustrated.

Consequently each college needs to determine what its place is in this total picture, but beyond that we need a kind of cooperative effort among colleges and universities in this country which we are just beginning to realize. We had that cooperative effort in the development of the atomic bomb during the war. Since the war thirteen southern states have been able to get together and pool their resources for the development of higher education in the South. Eleven western states are about to take a similar step. A number of the midwestern universities have been able to get together recently to set up a special library in which they are all going to cooperate in the development of special library collections, that library to be located in Chicago. These are a few illustrations of steps we are taking in college and university circles to cooperate in carrying on the big work that we have to do in the period ahead.

I am confident in looking to the future that the colleges and universities will meet this task, will see and accept the horizon of larger enrollments, will expand their programs in various vocational fields and in general education, will provide more and more leadership, intellectual and moral, in solving the problems of the world. I am confident that the colleges and universities of this country will do that just as they tackled the problem of providing a system of higher education in a society that was greatly expanding, just as they tackled the problem of providing special training for war service, just as they tackled the problem which seemed almost unsolvable

in the post-war period of providing education for the millions of G. I.'s who were coming to the campuses. I am confident that we will approach this problem in the same way.

We owe it to the students who are now in our colleges and universities. We owe it to the students who will be in our colleges and universities tomorrow and the next day, for they are the people who will provide the leadership for this country and determine the direction in which it will go in the period ahead. And I am sure that as we solve the problem and tackle it in the same way, the reward will be more satisfying than any we have had in the progress that has been made toward greater and greater social maturity.

DINNER SESSION

THE EDUCATION OF TOMORROW'S CITIZENS

HAROLD E. STASSEN, *President*, University of Pennsylvania

Mr. Chairman, Members and Guests of the Middle States Association of Colleges and Secondary Schools. In responding to your invitation to be with you in this Sixty-third Annual Convention, I bring the affectionate greeting of one who had long been associated with you in a close working relationship, and who has been of inestimable assistance to me during this past year, the beloved Chairman of the University of Pennsylvania, Dr. George McClelland. May I add to his greeting, my own, and express the hope that this session may be the first of many with you in which I am privileged to join.

In discussing the education of tomorrow's citizens in this land of the free I am keenly aware of the vital importance of imparting to each succeeding generation information and understanding of the accumulated knowledge; and of the significance of continued research to add to that store of knowledge.

But tonight I will not enter into a discourse of these central phases of teaching and research. Rather will I frankly discuss what I consider to be three important principles in the education of tomorrow's citizens in the area in which education and the government of free men have their closest contact.

These three principles might be stated best and in a somewhat provocative manner if they are expressed in this way. I consider it to be imperative that the education of free men should instill in them a sense of responsibility as citizens of the society in which they live, and a knowledge of the methods by which that citizenship can be implemented.

The education of free men ought to include the imparting of the moral and ethical code of individual life which is drawn from our underlying philosophy of the nature of man.

Third, I hold that the education of free men must be decentralized in its administration and never centralized in its control.

Arnold Toynbee, in his brilliant study of the history projects many thought provoking aspects of the rise and fall of civilizations through the centuries. One of the most significant is a recurring thread that can be noted from the dim and misty earliest beginnings of history on down to contemporary affairs. Civilizations tend to deteriorate and decay when either those in positions of leadership and authority are lacking in creative ability, or when those in a society who have creative ability fail to exercise the leadership and authority which that ability extends to them.

This nation, based upon government by the people, by virtue of its tremendous productivity, its strategic location, the fortunes of war, the potency of the ideas behind its way of life, occupies a position of eminent leadership and responsibility in the world. The advance in the physical sciences, in travel, communication, sources of energy, and methods of destruction, all increase the complexity of the decisions that need be made. The challenge of conflicting ideologies sharpens the significance and heightens the consequence of those decisions. Clearly the best obtainable decisions of an informed citizenry will be none too good in such a situation. Yet a general trend of lethargy toward the responsibilities of citizenship appears to be even more marked among that portion of our population that have had the advantage of extended education and presumably possess the most creative minds. Some surveys have indicated that while on the average 40 per cent of the general eligible population fail to exercise the right of franchise, more than 55 per cent of the college graduates fail to exercise that right. My plea is an obvious one. It is that while we prepare the youth of the land to be doctors and lawyers, architects and executives, teachers and homemakers, engineers and scientists, we ever have in mind that they must also be citizens in a free society, and we directly and indirectly stimulate and inspire a sense of responsibility as citizens heightened by the privilege of education, rather than dulled in the academic halls.

There is considerable evidence that the successful continuation of a free society requires a foundation of moral and ethical code of personal conduct which results in a large measure of self discipline of each individual's conduct toward his fellow man.

In other words if all rules of conduct must be provided by law or decrees and enforced by the compulsion of punishments, and if there is no fundamental philosophy to guide men, then freedom disappears. It vanishes because, under those circumstances, the only way in which anarchy can be prevented is to impose penalties so cruel and ruthless, and rules so rigid and detailed, that freedom is wiped out.

The moral foundations of our way of life are drawn from the underlying concepts of our religions. They are projected from the philosophy as to the nature of man, that he has inherent worth and dignity, that his rights are endowed by his creator, that he was meant to be free, that he should respect his fellow man without regard to race or color or economic status or other circumstance. The church and the home are, and should continue to be, primary sources of the moral and ethical guidance of youth. But I have the strong feeling that our educational system should give increased attention to this aspect of the cultured member of a free society. The heavy

emphasis in public education on the separation of church and state, a principle with which I agree, has had some tendency to separate the school from the basic moral teaching, which is in fact, not simply religious in its nature, but rather an inseparable part of the implementation of the very philosophy of life on which our free society depends.

It is a fact that one half of the children of America are today growing up without any contact with any church or religious education. It is a further fact that the amount of juvenile delinquency and of youthful crime has reached serious proportions. I would like to see the curriculum of our schools, from the kindergarten through the colleges, give greater attention to the teaching of the moral foundations required for a full and rich and satisfying and successful life in a free society.

I believe that the intentions of Frederick the Great were good when he laid the foundation for a centralized state system of education in Germany at about the same time that the United States of America was established. From the beginnings laid by Frederick the Great, a Ministry of Education was developed in 1817 and a centralized state system of education was completed in 1825 with the establishment of provincial school boards responsible to the Ministry of Education. As Steven Duggan points out in his *History of Education* (1948-Pages 420-421) "As a result of this century of evolution, there was developed in Prussia and in other German states, a nationalized school system, organized with a view to its being the principle support of the State. To uphold the government, to preserve the national culture, and to satisfy the needs of the new industrial life, were the aims." We have observed first under the Kaiser and the Prussian militarists, and then under Hitler and his Nazis some of the tragic and devastating results of this nationalized, centralized education. It has been one of the major methods by which the fountain of knowledge for the children of the land has been poisoned, and a warped and perverted and bigoted indoctrination was accomplished.

When Lenin and Stalin established the centralized, nationalized system of education in Russia after the revolution, they knew what they were doing. They were establishing one of the key barricades to maintain a totalitarian system, with the people not free but subservient to the state. My visits to schools in the Ukraine, in the Urals, in Moscow, thousands of kilometers apart, with children and teachers of divergent racial strains, of varied economic background, of marked difference in appearance, but all following the same courses laid out by the Kremlin, and including the repetitious teach-

ing of the infallibility of the leaders of the government, left an indelible impression on me.

The terrific effect of centralized, nationalized education is devastating to the freedom and rounded development of a people. Thus I am moved to say very specifically, that if it is desired to take away the freedom, and trample on the human rights of men, a centralized, nationalized system of education is an indispensable mechanism. Conversely, if it is desired to preserve and nurture freedom and human rights, a decentralized system of education, multiple and varied in its administrations and its relationships, is one of the most important bulwarks.

This strong feeling on my part leads me to make a plea to the educational leaders of our country for a re-examination of their current program requesting the establishment of a flow of central Federal funds in the nation's capitol to each and every school district in America. I fully understand the circumstances which gave rise to this program and thoroughly sympathize with the motives which in general have inspired it. Taken as a whole the people of our country do not spend as much on education as they should. The average salaries of the teachers of our country, carrying on this extremely important role of guidance and inspiration and leadership of the youth of the land, are definitely too low. Many of the buildings and facilities in which our children gather for their education are sub-standard and inadequate. But have we correctly analyzed the problem and have we proposed a desirable remedy?

In the first place the acute need is related to a special regional situation in the South rather than to a nationwide picture. Considering what the remedy should be it is well that we look rather carefully and in detail at the salient facts of the problem. The nationwide average expenditure per pupil in average daily attendance calculated on a yearly average of a three-year basis is \$140.00. Ten of the Southern states are the ten lowest in this average expenditure per pupil and the average for these ten is approximately \$80. per pupil per year, calculated in the same manner. This sharp difference reflects not only an educational but also an economic and social situation. It is one for which the entire nation bears a portion of responsibility. It is one on which definite progress has been made. It is one on which further steps should be taken on a cooperative basis, with respect for the human rights of the people and the sovereign rights of the states which are concerned.

As background, it is well to note that taken as a whole, the South originally followed the English system of private academies endowed by private subscriptions, and governed by self-perpetuating boards of trustees, supplemented by field schools. By 1850 there

were three thousand such academies in the South. Under this system the economic ability of the parents to pay for the education of their children was an important limiting factor. Thus, according to the census of 1850, the southern states had an illiteracy rate of 20 per cent among their native white population over 20 years of age, as compared with 3 per cent for the Middle States, and less than one half of one per cent for New England. Despite these obstacles, the South made definite progress, before the tragic war, toward establishing a system of universal education for white children at public expense, similar to that of New England. It was Thomas Jefferson, with his proposals of 1779 to the Virginia Legislature that led the way. North Carolina and Georgia were respectively the second and third states of the Union to make constitutional provisions for schools. In 1839, North Carolina adopted a state system of free education modelled after the Massachusetts system. Tennessee and Alabama followed her example in 1845 and Louisiana in 1847. By 1860 the larger cities of the South had school systems as good as those of most Northern cities.

A second important background fact to have in mind is that in most of the southern states it was forbidden to teach slaves how to read and write and some states extended this prohibition even to negroes who were free. In 1860 there were four million slaves, and a quarter million free negroes in these southern states. Statistics indicated that so far as the free population was concerned, rapid progress was being made in the southern states in the decades before the Civil War. As an example, in Alabama in 1850, 29 per cent of the children of school age were enrolled in school, and ten years later this had risen to 49 per cent. Then came the devastating war between the States. In this connection it should also be borne in mind that slavery and the slave trade was nationwide in its origin and was not limited to the southern states. The greatest slave trade business was carried on in the North, particularly out of New York and Rhode Island which were the centers of the import trade from Africa. At the time of the Revolutionary War, each of the thirteen colonies had statutes sanctioning slavery and each of them had a considerable number of slaves within their borders. In the early period, there was as much opposition to slavery in the South as there was in the North, and Thomas Jefferson, George Washington and Patrick Henry, all distinguished southerners, led the fight to restrict or abolish slavery. But after the cotton gin made cotton the profitable crop for slave labor, the controlling southern attitude changed. While the North moved on toward abolition, the economic leadership of the South clung to slavery. Thus it was that the Great Emancipator Abraham Lincoln emphasized that the North

and South must share the blame for the institution of Slavery, and his program for reconstruction was one of generosity and leniency. After the war, the South was broken, its land devastated, its plantations burned, its factories dismantled, its accumulated capital gone, its confederate bond and money worthless, large numbers of its young men killed, its railroads destroyed and its roads in disrepair. Added to this, the extremists of the North pushed aside Lincoln's plan for reconstruction and imposed the hard rule of the so-called "conquered province" policy.

These are the high point of the educational, economic, social background of the South's lower income, civil rights issues, and lower expenditure for schools today. It seems to me that they should clearly be made the subject of a regional approach rather than of nationwide legislation. It is significant that in recent years the average income in the South has been climbing more rapidly than the average individual income in the country, even though it is still far behind. It would appear that the heavy wartime expenditures for decentralized industrial plants in the South, and the development of the Tennessee Valley, and some pre-war decentralization of industry to the South to take advantage of low labor costs, have been important factors in this economic advance. Does it not seem clear, that with a nationwide responsibility originally for the conditions that erupted into the Civil War and the clear stake of the nation in the future success of all of its regions and all of its states, a major, continuing national investment should be made in building up the resources, facilities, the industries and the schools in the South. Thus it should be done by working through the most forward looking leadership of the South, itself, with respect for the sovereign rights of the states combined and with a humanitarian regard for the future of the people. As one part of such a program, some temporary backing with national funds of the educational efforts of the states in the South, who are themselves making at least equal to the national effort to support education, but whose low income results in much less than average national results for education, would be justified and desirable.

But I submit that as to all the other states of the Union, which have within them ample resources to adequately support education, our educational policy should be to concentrate upon stimulating and securing adequate local support, rather than upon the opening up of direct channels of funds to the central national treasury. Certainly the moment such a channel of funds is established, there is a danger over the long term future of it growing into an avenue of interference and control. It is not also evident that the development of such a source of funds will lessen the sense of local responsibility and pride

and attachment to schools. A considerable portion of the present financial problem is a natural one at a time of inflation, when the rapidly changing value of the dollar leaves behind those elements of the economy resting on fixed budgets and salaries. Gradually these elements are being pulled up. The average expenditure per pupil has increased more than \$15. in each of the last four years. If the efforts of the educational leaders of the country are concentrated upon the increase of this local and state support year after year, and if the economy levels off and the readjustment sets in which increases the value of the dollar, then the school and educational picture as a whole will rapidly improve. Restating my view in another way, I believe, that concentration upon the increasing of local and state support will result, in the decade ahead, in equal or greater funds for education in the 36 states of the North, than will any program of Federal Aid to Education. At the same time the maintenance of a system decentralized in funds as well as in control and administration, is a greater safeguard to freedom and is a more desirable system of education for free men.

Problems of a related nature exist also in college and university education. I am pleased to note the very significant study of the financing of higher education which is being entered upon by the special Commission appointed by the Association of University Presidents and financed, jointly by the Rockefeller and Carnegie Foundations. May I make just this passing comment. I believe that it will be found that with the increased portion of the total business of the country being conducted by corporate entities, it is essential that a large portion of corporate income be devoted to the support of education than is now true. Likewise, the changed value of the dollar requires that tuitions be raised to keep pace with that inflation, to avoid serious deficits and low teaching salaries. With high tuitions should come increased numbers of scholarships for those able students without the means to pay tuition.

I realize that I have been rather blunt in my expression of views this evening but may I assure you that I have not intended to be dogmatic. Rather do I believe that the somewhat provocative expression of views, even when tentative, best stimulates thought and disagreement and analysis, and out of such a process ultimately arises the best of policies. The best is none too good for our America in that breathtaking unfolding world scene in which tomorrow's citizens will participate.

As Benjamin Franklin the founder of the University of Pennsylvania wrote two centuries ago, "Good education of youth has been esteemed by wise men in all ages as the surest foundation of happiness both of private families and of commonwealths."

GENERAL SESSION

SATURDAY MORNING, NOVEMBER 26, 1949

TRADING IDEAS WITH THE WORLD

WILLIAM C. JOHNSTONE, JR., *Director*

Office of Educational Exchange, Department of State

A month or so ago about a hundred American students arrived in London. After a few days they dispersed to colleges and universities throughout the British Isles, not alone to Oxford and Cambridge but to Edinburgh, Glasgow, Liverpool, Manchester and into Wales. They will study for a year in these universities. We know they will learn much. They will get new ideas. But they will give much—ideas about America, what we are like, how we act, what we are thinking.

At the University of Michigan two weeks ago, a group of about thirty students sat around a conference table. They were exchanging ideas—talking among themselves about what they were learning. The topic of their discussion was the United States—our institutions, our foibles, our way of life. These students were from Germany and the theme of their discussion was how some of the ideas—the knowledge they were getting—could be applied to the problems of their own country.

A prominent Brazilian, who spent three months in extensive traveling in the United States, discovered the virtues of our rural free delivery service. An idea we take for granted, but a new idea to him which he is taking back to his country.

A Norwegian technician, here to get better ideas on the manufacture of paper and cardboard food containers found the corporation where he went to investigate new methods, stumped by a problem. He had helped solve the problem in Norway. His idea was traded for the new ideas he came to get.

A group of women from a European country recently visited a small city and attended a meeting of the City Council. There they heard the citizens, the taxpayers of the community arguing out with the members of the City Council the problem of schools—a matter of mutual concern to the citizens and their government. This was a new idea to these women. But they took it back with them and are trying it out in their own community broad.

In another country in the capital city is a library. Over the door is a sign in English and in the language of the country which says: "United States Information Library—Open to the Public". A man came to this library one day, an important official of the provincial government. He watched people going in and out—his own

people. Inside at a long table in a well lighted room with open bookshelves around the walls he saw one of his own officials in deep discussion with a student. Both were looking at an open book before them—a book on American city planning. Talking to the American librarian was a dairy farmer who wanted up-to-date information on improving his dairy herd. The government official discovered that the library was open to everyone—free—and that the free public library was an American institution, one we take for granted. This gave him an idea. His provincial government has now started free reading rooms for the people of his province.

In a small Latin American country on one of the main streets of the capital is a building. Inside are classrooms, a library, a little theater and meeting room. Here Americans who live in the city and the people of the city meet to discuss a host of subjects. They read, see films, look at exhibits—all part of a continuing attempt between our two peoples to trade ideas, to understand each other better. The American Director of Art Studies in large city school system came to this Cultural Center, jointly supported by nationals of the country and Americans to lecture on art studies in education. She had an idea. She opened a workshop in the Cultural Center for the people of the Community who were amateur painters. A cabinet minister could be found discussing his work as an artist with the owner of the barber shop next door. But the discussion on art didn't last long. Soon the two were trading ideas on taxes and a lot of other problems. Both went to the American Director of the Center with a single question, how do American cities support a public health system for school children.

I have given only a few illustrations of this business of trading ideas with the world. It is not new. This kind of activity has been going on for a long time. But it has become a big business, a large scale enterprise and one in which the U. S. government, and in particular the Department of State, is actively engaged.

Never before has so much attention been given to the interchange of ideas—of knowledge—of people. This year, 26,000 students from foreign countries are enrolled in American colleges and universities. More than 16,000 American students are studying abroad. This year the total flow of professors, teachers, and students to the United States and from the United States to other countries is close to 50,000 individuals. This year more than one hundred and twenty-five thousand people will travel between the United States and other countries—Americans going abroad—foreign nationals coming here—not just to visit, not as tourists but for the sole purpose of learning—of trading ideas—acquiring knowledge.

This is big business and I should like to talk about it in more

specific terms. First it represents a joint effort—of the citizens and government—a large scale enterprise in which government and the citizen are working together. Let me address myself to several questions. Why is the government in this business? What is the government's role and just what is going on?

Why is the United States government and in particular the Department of State engaged in the business of trading ideas in cooperation with the American citizen?

The citizen's role in the conduct of foreign relations has long been a subject of debate and discussion on the college campus and in meetings and forums of private organizations interested in foreign affairs. American citizens have always had a hand in shaping the course of our foreign policy. As individuals, or as members of organizations, the American people have not hesitated to make their desires known. But American citizens have not been content with talk or with writing letters to their congressmen. When we have sensed an opportunity to take an active role in relations with other peoples, we have seized the opportunity without prodding from our government. Americans have given hundreds of millions of dollars to aid other peoples. We have willingly given of our time and energy, often at considerable personal sacrifice, to share our scientific knowledge and technical proficiency with other people. We have opened our doors to students, teachers, technicians, and specialists from other nations who came here to learn. We have welcomed equally those who had knowledge and ideas to give us.

But since the war it is obvious that the free flow of ideas between peoples finds opposition. Equally obvious is the fact that there has not been enough exchange of knowledge between peoples to enable them to understand one another. In fact, lack of understanding is painfully apparent, and without understanding we lack an essential element in the maintenance of peace.

The American people have come to realize that building a peaceful world is a job for many hands. For government and all its agencies cannot do the job alone. The American people have come to realize that knowledge of foreign affairs, knowledge about other nations and their peoples, is not enough. Understanding based on an appreciation of differences in culture, customs, and history is essential to a world of international cooperation. It is an essential ingredient of peaceful relations among nations. But it is an American characteristic to take a direct approach. The American wants to learn firsthand. And the American people have become increasingly aware that real international understanding can be achieved best through personal knowledge of other peoples, their land, their culture, and their customs.

This is why the idea of interchange of persons between the United States and other countries has caught on. The farming community is not content with listening to a speaker describe France. They want something more tangible, so they bring two French farm boys over to work on their farms and from them learn firsthand of the life and problems of rural France. They send their own young people to work on French farms and learn again, on their return, from firsthand accounts, those things which can never be photographed or written in books.

Not a week passes but brings notice of some new project. A business women's group raises money for a scholarship for a young business woman from abroad, cities send good-will ambassadors to their neighbors across the water. Towns exchange mayors. Schools exchange teachers, and universities exchange professors. Thousands of foreign students and thousands of American students are learning firsthand of the ways and customs of other peoples.

The value of this kind of firsthand acquaintanceship is unquestioned. That it is helping to build foundations for a more peaceful world is little doubted. That it would have developed and be continued as a wholly private activity by private citizens and groups is likewise unquestioned. Why then should the American government also become involved in similar activity? There is a simple answer we have found through experience; we have learned that democracy is most effective when the citizens and government work together with a common purpose.

Our common purpose is clear but I should like to give a further justification of the role of government in this business. Because government and the citizens must work together in the exchange of ideas, knowledge and people in achieving our common purpose, the Congress of the United States created a Commission of private citizens, the United States Advisory Commission on Educational Exchange—to advise the Secretary of State on the conduct of a world-wide program of exchange of ideas—knowledge—and persons.

This Commission has clearly outlined the government's role in its first semi-annual report to the Congress. The Commission said:

The educational-exchange program takes on added importance in today's world. International disaster has been averted by United States money, materials, and political help to a world made insecure by war and postwar conflicts. We have invested heavily in world recovery. We are assisting war-ravaged countries to become self-supporting so that they may contribute their share to world prosperity. This means that we must share our knowledge, experience, and skills as a way of helping other countries to help themselves. The recovery program will have no permanent value if, at

its close, the nations who have received our aid lack the trained technicians and other personnel to carry on the economic programs which we helped them start. Furthermore, unless we take positive action to insure the free mind, our efforts at world stability will be used as a powerful weapon against us. Anti-American forces are engaged in an offensive to distort and attack the principles and motives of the United States. They will win this struggle if men are kept in ignorance of our true purposes, policies and culture.

The United States is also investing heavily in military preparedness to insure national security. Ideas are also weapons—weapons which can be utilized only by educational exchange. The free mind and free flow of ideas and knowledge among peoples provide such powerful weapons for peace that only when we review the progress of mankind itself can we measure their potentialities.

There is a widespread impression that educational-exchange activities can accomplish only long-range results. This is incorrect; their effect is both immediate and long range. The great majority of exchanges involve adults in positions of active leadership—professors, specialists, technicians engaged in research, mature leaders in important fields such as journalism and the professions, leaders of labor organizations, and others whose impact upon the attitude of their respective countries will be immediate as well as long continued. Further, the very initiation of an exchange project in a given country has an immediate influence in that country since it indicates American intent to cooperate in a positive manner.”

Through enactment of the United States Information and Educational Exchange Act of 1948 (Public Law 402) on January 27, 1948, the Congress carefully and deliberately determined that a program of educational exchange shall become an essential part of the conduct of this Nation's foreign affairs. This basic policy has thus been established.

Let me recall for you what the Congress defined as the broad objectives of this act and how the Department of State should carry it out. Public Law 402 states:

Sec. 2. The Congress hereby declares that the objectives of this Act are to enable the Government of the United States to promote a better understanding of the United States in other countries, and to increase mutual understanding between the people of the United States and the people of other countries. Among the means to be used in achieving those objectives are:

(1) an information service to disseminate abroad information about the United States, its people, and policies promulgated by the Congress, the President, the Secretary of State and other respon-

sible officials of Government having to do with matters affecting foreign affairs;

(2) an educational exchange service to cooperate with other nations in:

- (a) the interchange of persons, knowledge, and skills;
- (b) the rendering of technical and other services;
- (c) the interchange of developments in the field of education, the arts and sciences.

The Department of State, therefore, is engaging in a program of interchange of ideas—knowledge—people—as an integral part of its conduct of foreign policy. As a government we no longer confine the business of foreign relations to government channels—to government officials alone. As a government we are doing everything possible to assist the people of the United States to have more direct contact with the peoples of other nations. It is a program of “peoples speaking to peoples.”

I cannot emphasize too strongly the role of the government in this program. Our purpose is not to direct but to help—not to dominate but to assist the citizens of the United States—private organizations and institutions in a joint effort at better understanding between peoples.

How do we do it—what resources are available to government—just what is going on.

First of all we facilitate the efforts of private groups. My office stands ready to do this for almost any kind of project that legitimately contributes to better relations between the United States and other nations.

This year we aided a student drama group from Howard University in Washington in accepting invitations from Norway, Sweden and Western Germany to present a series of plays there.

We assisted a project sponsored by the *Farm Journal* and *Pathfinder* magazine by which nearly 20 farm leaders from sixteen states made a special trip at their own expense to see firsthand what were the agricultural problems of the western European countries.

In five State Department reception centers, in New York, Washington, Miami, New Orleans and San Francisco, with very small staffs, over 23,000 visitors to the United States from other countries were welcomed, their questions answered, itineraries arranged and appointments made for them so that they might learn the most and see what they wanted to see during their stay in this country.

A recent example illustrates best what is meant by the cooperative nature of this whole program. This project involved several groups of young adult leaders from several foreign countries, all

here to study American community life—to see how the average American community helps itself. Their visit was financed by a combination of funds contributed by three foreign governments, five private organizations abroad, the U. S. government, four private groups in this country and a number of individual American citizens. By a combination of money from all these sources here and abroad this project was made possible. But even more important, private American organizations and individuals are seeing to it that these young people live in average American homes in average American communities. They will see the kinds of things we, as Americans, take for granted, the things we don't always think to explain to people from abroad.

And more and more young adult leaders from American communities are doing the same thing abroad. This firsthand acquaintanceship between peoples at the grass roots of their respective cultures is what builds international understanding.

But the number of eye witnesses is limited. Travel is difficult between countries and dollars are scarce.

For the person abroad who cannot see America at firsthand, we must conduct the trade in ideas differently. Today the Department of State maintains 103 libraries and reading rooms abroad in more than 60 countries. They are free. They contain a cross-section of America. They provide by their books and periodicals the factual answers about this country for anyone who seeks them. Around these libraries is built a whole range of activities, lectures, exhibits, conferences, film showings and concerts, all designed to provide a better understanding of America. Through our missions abroad and our activities here other countries have initiated similar activities in the United States directed toward the same purpose.

In Latin America we assist 28 Bi-National Cultural Centers and have assisted some 270 American-sponsored primary and secondary schools. Through these activities a steady progress in mutual understanding is on the record, because it is cooperative—a joint effort of the United States and other nations toward a common goal.

What I have described is the business of trading idea-expanding human knowledge, getting peoples of different nations acquainted. It is a big business but we have only just begun. The areas of misunderstanding, of distorted ideas, of ignorance are very great indeed.

And many different sets of ideas are competing for people's attention. This program is a part of a total American effort to build a secure world. We believe that such security must come in a world in which men's minds are free to accept or reject ideas. There are others who deny the principle of multiple choice for the individual. They would confine ideas into a narrow dogma and a

single choice. We believe that one essential of a free society is freedom to utilize the intelligence of the many. We believe that many minds at work can solve our problems. There are others who believe in the application of the intelligence of the few—the few in power.

In this struggle for men's minds we are all engaged. This program I have discussed is an integral part of our conduct of foreign relations and in a free society, government and the conduct of foreign relations is everybody's business. Trading ideas—knowledge—people—skills is a positive, constructive method in the conduct of foreign policy—a positive, constructive approach to world peace.

The ideas we stand for are not trade-marked "American". They are basic to human aspirations the world over. In the current struggle between the dogmas of authoritarianism and the beliefs of free men in a free society we too often allow ourselves to be placed on the defensive. We dare permit ourselves to build mental Maginot lines. A careful analysis of our current problems should reveal that there can be no impenetrable iron curtain. For ideas can go where no commodity or no person can penetrate. And the basic ideas of a free society of free men are ideas which the human mind has rarely refused to receive. And because the United States has demonstrated that a great national power can be built on foundations of a free society we dare not ignore the challenge. We must accept the responsibility of doing whatever we can to provide for all peoples the opportunity to put the intelligence of the many to work, to create the secure foundations for a free world society. And in the fact that in this country hundreds of private organizations and thousands of American citizens are joining with their government to provide for a better understanding between the United States and other peoples lies, in my mind, one of the best hopes of a secure world.

BUILDING UNDERSTANDING THROUGH EXCHANGE OF PERSONS

DONALD J. SHANK, *Vice President*,
Institute of International Education

The responsibility of the regional accrediting association in international developments, the broad theme which Dr. Johnstone and I have been assigned, encompasses almost every facet of the school, college or university in the complex modern world. It is trite, but true, to remark that in the world of today, no man can live unto himself. Similarly no institution, or association of institutions, can live unto itself. Whether we will it or not, events in

Moscow, Washington, Belgrade and Chungking beat a crescendo on the supposed quiet of the classroom, laboratory, library and campus hangout.

Of course, international developments directly affect what the educational institution does to give its students an understanding of world problems and their relationship to the United States. It guides as to how individual institutions, as well as regional associations, can most effectively work with other institutions throughout the world. It demands a re-thinking of the potential role of educational institutions in training young men and women for service in new fields of international cooperation.

These and many other responsibilities were seriously explored in great detail at the important conference which the American Council on Education, the Middle States Association and some 80 other organizations sponsored in the summer of 1949 at Estes Park, Colorado. I recommend to all of you the report of that Conference published by the American Council on Education within the past few months. The booklet outlines in dramatic and brief form the responsibilities which all of us in the field of education have in developing world understanding.

My particular concern today is to explore briefly with you some of the practical aspects of one simple but vital part of the total international educational problem. I refer, of course, to the potential impact of the educational interchange of persons not only upon your institutions, but upon the world.

In these difficult days all thinking citizens are seeking ways and means to make felt their own sincere longing for peace. Few of us have the opportunity or the heavy challenge of sitting through the long and arduous negotiations at Lake Success or in offices dealing with foreign affairs in Washington or Moscow or Paris. We usually cannot directly influence the decisions which affect the future of our children and ourselves and our way of life. Must we assume, therefore, that we can make no direct contribution to the building of peace and understanding? Can the teacher in a Delaware school help in the solution of the problems which trouble the relations between the east and west? Can the members of a Parent-Teachers Association in New Jersey assist in clearing up some of the complexities of the present situation in the Middle East? Can a student at the University of Pennsylvania exert any influence in eliminating the seemingly endless revolutions of South and Central America? I would argue today that within the framework of the interchange of persons which Dr. Johnstone has already so effectively described, you and I and our friends and our institutions can take positive steps.

The interchange of persons between nations is based on the assumption that men and women who live together, work together, study together and play together come to understand not only the significant differences in their national backgrounds, but also those many common characteristics which motivate all people. We believe that in this process of learning to know each other comes understanding, tolerance and friendship. These characteristics, I would subscribe, are basic to peace among nations.

The colleges and universities of the United States have already contributed tremendously to such programs. In 1948-49 the Institute of International Education counted 26,759 students from 151 countries and dependencies who had come to the United States for serious study—for example, from Canada came more than 4,000; from Central and South America more than 2,500; from Europe 4,000; from the Far East 2,100; from Asia 6,000. These students were welcomed to 1,115 colleges, universities and technical schools throughout the United States. Many of them have now returned to their homelands with increased knowledge about the subject matter which they studied. They have also gained insight into the thinking and feeling of the young men and women with whom they studied. They have observed the wonderful and sometimes strange methods of democracy by which we live. We too, have gained much from these unofficial ambassadors. Our students have had an opportunity to gain insight into the customs and cultures and objectives which motivate the young people of their generation in far corners of the world. Such understanding, of course, will not in itself build peace, but peace cannot be achieved without a firm foundation of such understanding.

The United States has only recently accepted, as a government, responsibility for active support of such programs of interchange. Our decade of experience in the "Good Neighbor" policy with our Latin American friends is now blooming into a world-wide program with the enactment of the Smith-Mundt and the Fulbright programs. In this process of expanding international activities, colleges and universities have new opportunities and new responsibilities.

There will be, in the years ahead, increasing demands on American colleges and universities for tuition scholarships for students from abroad. Already the colleges have accepted hundreds of students from former enemy and occupied areas with limited financial assistance from the Department of the Army and the State Department. In the future the Institute of International Education and the Government will be turning to the colleges and the universities for scholarship assistance for men and women from the many countries with which Fulbright agreements have been estab-

lished. This, it seems to me, is a particularly important and justifiable request. As Dr. Johnstone has indicated to you, hundreds of American graduate students from colleges throughout the country have already been given opportunities through the Fulbright program to study in universities abroad. The colleges and universities of the Middle States Association and of other regional groups should, I believe, welcome this opportunity to receive through scholarships students from these countries.

I realize full well the enormous and growing demands which there are on the limited resources of all colleges and universities, but I believe that most colleges will respond to these requests. I would suggest, however, that the time is now here when the colleges and universities must look to community agencies to assist in carrying forward such programs. The experience of the Institute of International Education proves that if such programs are well presented to community groups, they will welcome the chance to help. There is no time today to go into the details of such community effort. I would, however, mention to you a few undertakings which may suggest what can be done. The Rotary Clubs of the State of Georgia assess their members a small amount each year to support a considerable number of foreign students who wish to study in the educational institutions of Georgia. The American Federation of Soroptomist International Associations has raised through its membership funds which are now supporting a distinguished Greek woman psychiatrist at the University of Pennsylvania. A group of officers' wives at an Army Air Base in Alabama published a cook book, the profits of which are supporting a young woman teacher from Germany who is now studying at Ohio State University.

These adult community groups could, I believe, learn much from the role which student groups throughout the country have taken in developing interchange opportunities. Several years ago a small group of fraternities at Bowdoin College opened their doors and supplied free room and board to foreign students nominated by the Institute of International Education. These students received free tuition from the college. The 1949-50 report of the Institute shows that 96 chapters in 44 national fraternities and a large number of sorority and interfraternity groups are now participating in this simple program. The 122 students who are being supported by these fraternity and sorority groups, represent at least \$145,000 of contributions from young men and women in the form of free room and board which the foreign students would have been forced to pay without this assistance. The student leaders who have developed and supported these programs acknowledge again and again the richness of the experience not only for the foreign

student, but also for the young men and women with whom the foreign student lives.

In these brief remarks I have tried to present as simply as I can the potential opportunity which the interchange of persons presents to the educator and the citizen who wants to contribute to world understanding. I have predicted that there will be increasing demands on the colleges and universities in the years to come and that the institutions themselves, their students and the agencies within the community can be enlisted in this field of activity. I would repeat that the interchange of persons in itself cannot guarantee peace. But I would argue that the understanding among people that grows from interchange is fundamental to the eventual achievement of peace.

MIDDLE STATES ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS

LIST OF ACCREDITED COLLEGES

JANUARY 1, 1950

The original list was adopted in 1921. In the case of colleges subsequently approved the date of approval is given. Engineering schools were first included in 1927, Junior Colleges in 1932, and Teachers Colleges in 1937. The city following the name of the college is the post office, as listed in the U. S. Postal Guide.

Accreditation is based upon the "Principles and Standards for Accrediting Institutions of Higher Education" as adopted by the Middle States Association in January 1948. Copies may be obtained from the Secretary of the Commission.

COLLEGE	LOCATION	HEAD
DELAWARE		
University of Delaware	Newark	William S. Carlson
DISTRICT OF COLUMBIA		
American University(1928)	Washington 6	Paul F. Douglass
Catholic University of America	Washington 17	Rt. Rev. Msgr. P. J. McCormick
Dunbarton College(1940)	Washington 8	Sister Mary Frederick
George Washington University	Washington 6	Cloyd Heck Marvin
Georgetown University(1922)	Washington 7	V. Rev. Hunter Guthrie, S.J.
Howard University	Washington 1	Mordecai W. Johnson
Miner Teachers College(1944)	Washington 1	Eugene A. Clark
Trinity College	Washington 17	Sister Catherine Dorothea
Washington Missionary College (1942)	Washington 12	William H. Shephard
Wilson Teachers College(1943)	Washington 9	Walter E. Hager
MARYLAND		
College of Notre Dame of Maryland(1925)	Baltimore 10	Sister Mary Frances
Goucher College	Baltimore 18	Otto F. Kraushaar
Hood College(1922)	Frederick	Andrew G. Truxal
Johns Hopkins University	Baltimore 18	Detlev W. Bronk
Loyola College(1931)	Baltimore 12	Francis Xavier Talbot, S.J.
Morgan State College(1925)	Baltimore 12	Martin D. Jenkins
Mt. St. Agnes College(1949)	Baltimore	Sister M. Placide Thomas
Mount St. Mary's College(1922)	Emmitsburg	Rev. John J. Sheridan
St. Joseph's College(1927)	Emmitsburg	V. Rev. Francis J. Dodds, C.M.
State Teachers College(1949)	Towson	Earle T. Hawkins
United States Naval Academy .(1947)	Annapolis	Rear Admiral James L. Holloway, Jr., USN
University of Maryland	College Park	Harry Clifton Byrd
Washington College(1925)	Chestertown	Fred J. Livingood, Acting President
Western Maryland College(1922)	Westminster	Lowell S. Ensor
Woodstock College(1944)	Woodstock	V. Rev. Ferdinand C. Wheeler, S.J.
NEW JERSEY		
College of St. Elizabeth	Convent	Sister Marie Jose Byrne
Drew University(1932)	Madison	Fred G. Holloway
Georgian Court College(1922)	Lakewood	Sister Marie Anna
New Jersey College for Women	New Brunswick	Margaret T. Corwin
New Jersey State Teachers College ..(1937)	Montclair	Harry A. Sprague
New Jersey State Teachers College ..(1938)	Trenton	Roscoe L. West
Newark College of Engineering (1934)	Newark 2	Robert W. Van Houten
Princeton University	Princeton	Harold Willis Dodds

Accredited Colleges

75

COLLEGE	LOCATION	HEAD
Rutgers University	New Brunswick	Robert Clarkson Clothier
St. Peter's College (1935)	Jersey City	V. Rev. Vincent J. Hart, S.J.
Seton Hall College (1932)	South Orange	V. Rev. John L. McNulty
Stevens Institute of Technology (1927)	Hoboken	Harvey N. Davis
Upsala College (1936)	East Orange	Rev. Evald Benjamin Lawson
NEW YORK		
Adelphi College	Garden City	Paul Dawson Eddy
Alfred University	Alfred	M. Ellis Drake
Bard College	Annandale-on-Hudson ..	Edward C. Fuller
Barnard College	New York City 27	Millicent C. McIntosh
Brooklyn College (1933)	Brooklyn 10	Harry D. Gideonse
Canisius College	Buffalo	Rev. Raymond Schouten, S.J.
Clarkson College of Technology (1927)	Potsdam	Jess Harrison Davis
Colgate University	Hamilton	Everett N. Case
College of the City of New York ...	New York City 31	Harry N. Wright
College of Mt. St. Vincent	New York City 63	Sister Catharine Marie
College of New Rochelle	New Rochelle	Rt. Rev. Francis W. Walsh
College of St. Rose (1928)	Albany	Rev. Edmund F. Gibbons
Columbia University	New York City 27	Dwight D. Eisenhower
Cooper Union (1946)	New York City 3	Edwin S. Burdell
Cornell University	Ithaca	C. W. de Kiewiet, Acting President
D'Youville College (1928)	Buffalo	Sister Jane Frances
Elmira College	Elmira	Lewis Eldred
Fordham University	New York City 58	Rev. Laurence J. McGinley
Good Counsel College (1930)	White Plains	Rev. Mother Aloysia
Hamilton College	Clinton	Robert J. McEwen
Hartwick College (1949)	Oneonta	Henry J. Arnold
Hobart College	Geneva	Alan Willard Brown
Hofstra College (1940)	Hempstead, L. I.	John Crawford Adams
Houghton College (1935)	Houghton	Stephen W. Paine
Hunter College	New York City 21	George N. Shuster
Keuka College (1927)	Keuka Park	Katherine Gillette Blyley
Manhattan College	New York City 63	Brother Bonaventure Thomas, F.S.C.
Manhattanville College of the Sacred Heart (1926)	New York City 27	Mother Eleanor M. O'Byrne
Maryknoll Teachers College .. (1949)	Maryknoll	Mother Mary Joseph Rogers
Marymount College (1927)	Tarrytown	Mother M. Theresa Dalton
Nazareth College (1930)	Rochester	Rev. Mother Rose Miriam Smyth
New York State College for Teachers (1938)	Albany	Milton G. Nelson, Acting President
New York University	New York City 3	Harry Woodburn Chase
Niagara University (1922)	Niagara Falls	V. Rev. Francis L. Meade, C.M.
Notre Dame College of Staten Island (1942)	Staten Island	Mother St. John
Polytechnic Institute of Brooklyn (1927)	Brooklyn 2	Harry S. Rogers
Queens College (1941)	Flushing	John J. Theobald
Reusselaer Polytechnic Institute (1927)	Troy	Livingston W. Houston
Russell Sage College (1928)	Troy	Lewis A. Froman
St. Bonaventure's College (1924)	St. Bonaventure	V. Rev. Juvenal Lalor, O.F.M.
St. John's University	Brooklyn 6	V. Rev. John A. Flynn, C.M.
St. Joseph's College for Women (1928)	Brooklyn 5	V. Rev. William T. Dillon, C.M.
St. Lawrence University	Canton	Eugene Garrett Bewkes
Sarah Lawrence College (1937)	Bronxville	Harold Taylor
Siena College (1943)	Loudonville	Rev. Mark Kennedy, O.F.M.
Skidmore College (1925)	Saratoga Springs	Henry T. Moore

COLLEGE	LOCATION	HEAD
State Teachers College (1948)	Buffalo	Harry W. Rockwell
State Teachers College (1948)	Cortland	Donnal V. Smith
State Teachers College (1949)	Oneonta	Charles W. Hunt
Syracuse University	Syracuse	William Pearson Tolley
Union College	Schenectady	Carter Davidson
United States Merchant Marine Academy (1949)	Kings Point, L. I.	Rear Admiral Gordon McLintock, U.S.M.S.
United States Military Academy (1949)	West Point	Maj. Gen. Bryant E. Moore
University of Buffalo	Buffalo	Samuel P. Capen
University of Rochester	Rochester	Alan C. Valentine
Vassar College	Poughkeepsie	Sarah Gibson Standing
Wagner College (1936)	Staten Island	Walter Consuelo Langsam
Wells College	Aurora	Richard Leighton Greene
William Smith College	Geneva	Alan Willard Brown
Yeshiva College (1948)	New York City 33	Samuel Belkin
PENNSYLVANIA		
Albright College (1926)	Reading	Harry V. Masters
Allegheny College	Meadville	Louis Tomlinson Benezet
Beaver College (1946)	Jenkintown	Rev. Raymon M. Kistler
Bryn Mawr College	Bryn Mawr	Katharine McBride
Bucknell University	Lewisburg	Horace Hildreth
Carnegie Institute of Technology	Pittsburgh	Robert E. Doherty
Cedar Crest College (1944)	Allentown	Dale H. Moore
Chestnut Hill College (1930)	Philadelphia 18	Sister Maria Kostka
College Misericordia (1935)	Dallas	Sister Mary Gonzaga
Dickinson College	Carlisle	William Wilcox Edel
Drexel Institute of Technology (1927)	Philadelphia 4	James Creese
Duquesne University (1935)	Pittsburgh	V. Rev. Francis P. Smith
Elizabethtown College (1948)	Elizabethtown	A. C. Baugher
Franklin and Marshall College	Lancaster	Theodore August Distler
Geneva College (1922)	Beaver Falls	Charles M. Lee
Gettysburg College	Gettysburg	Henry W. A. Hanson
Grove City College (1922)	Grove City	Wier C. Ketler
Haverford College	Haverford	Gilbert F. White
Immaculata College (1928)	Immaculata	Rt. Rev. Vincent L. Burns
Juniata College (1922)	Huntingdon	Calvert N. Ellis
Lafayette College	Easton	Ralph Cooper Hutchinson
LaSalle College (1930)	Philadelphia 41	Brother G. Paul
Lebanon Valley College (1922)	Annville	Clyde Alvin Lynch
Lehigh University	Bethlehem	Martin D. Whitaker
Lincoln University (1922)	Lincoln University P. O. .	Horace Mann Bond
Marywood College	Scranton	Sister M. Eugenia
Mercyhurst College (1931)	Erie	Sister Agnes Marie Sweeney
Moravian College (Men) (1922)	Bethlehem	Rev. Raymond S. Hauptert
Mount Mercy College (1935)	Pittsburgh 13	Sister M. Francella McConnell
Muhlenberg College	Allentown	Levering Tyson
Pennsylvania College for Women ... (1924)	Pittsburgh	Paul R. Anderson
Pennsylvania State College	State College	James Milholland
Rosemont College (1930)	Rosemont	Mother Mary Boniface
St. Francis College (1939)	Loretta	Rev. Adrian J. M. Veigle
St. Joseph's College (1922)	Philadelphia 31	V. Rev. John J. Long
St. Vincent College	Latrobe	R. Rev. Alfred Koch
Seton Hill College	Greensburg	Rev. William G. Ryan
State Teachers College (1948)	Clarion	Paul G. Chandler

COLLEGE	LOCATION	HEAD
State Teachers College (1949)	Edinboro	L. H. Van Houten
State Teachers College (1941)	Indiana	Willis E. Pratt
State Teachers College (1944)	Kutztown	Q. A. W. Rohrbach
State Teachers College (1949)	Lock Haven	Richard T. Parsons
State Teachers College (1942)	Mansfield	James G. Morgan
State Teachers College (1939)	Shippensburg	Harry L. Kriner
State Teachers College (1943)	Slippery Rock	Dale W. Houk
State Teachers College (1946)	West Chester	Charles S. Swope
Susquehanna University (1930)	Selinsgrove	G. Morris Smith
Swarthmore College	Swarthmore	John W. Nason
Temple University	Philadelphia 19	Robert L. Johnson
Thiel College (1922)	Greenville	William F. Zimmerman
University of Pennsylvania	Philadelphia 4	Harold E. Stassen
University of Pittsburgh	Pittsburgh	R. H. Fitzgerald
University of Scranton (1927)	Scranton	Rev. J. Eugene Gallery, S.J.
Ursinus College	Collegeville	Norman E. McClure
Villa Maria College (1933)	Erie	Mother Aurelia
Villanova College	Villanova	Rev. Francis X. N. McGuire
Washington & Jefferson College	Washington	James Herbert Case, Jr.
Westminster College	New Wilmington	Will W. Orr
Wilkes College (1949)	Wilkes-Barre	Eugene S. Farley
Wilson College (1922)	Chambersburg	Paul Swain Havens
PUERTO RICO		
Polytechnic Institute of Puerto Rico (1944)	San German, P. R.	Edward G. Seel
University of Puerto Rico (1946)	Rio Piedras, P. R.	Jaime Benitez

LIST OF ACCREDITED JUNIOR COLLEGES

COLLEGE	LOCATION	HEAD
Alliance College (1938)	Cambridge Springs, Pa. .	Arthur P. Coleman
Bennett Junior College (1938)	Millbrook, N. Y.	Miss Courtney Carroll
Briarcliff Junior College (1944)	Briarcliff Manor, N. Y. .	Mrs. Ordway Tead
Canal Zone Junior College ... (1941)	Balboa, C. Z.	Roger C. Hackett
Centenary Junior College (1932)	Hackettstown, N. J. ...	Edward W. Seay
Concordia Collegiate Institute (1941)	Bronxville, N. Y.	Rev. Artur J. Doege
Fairleigh Dickinson College .. (1948)	Rutherford, N. J.	Peter Sammartino
Finch Junior College (1940)	New York City 21	Roland R. De Marco, Acting Head
Georgetown Visitation Junior College (1933)	Washington 7, D. C. ...	Sister Margaret Mary Sheerin
Hershey Junior College (1943)	Hershey, Pa.	V. H. Fenstermacher
Immaculata Junior College ... (1937)	Washington, D. C.	Sister St. Philomene
Jersey City Junior College (1949)	Jersey City, N. J.	Frank H. McMackin
Keystone Junior College (1936)	La Plume, Pa.	Blake Tewksbury
Lycoming College (1934)	Williamsport, Pa.	Rev. John W. Long
Mount Aloysius Junior College (1943)	Cresson, Pa.	Sister Mary Magdalene O'Reilly
Packer Collegiate Institute (1932)	Brooklyn 2, N. Y.	Paul David Shafer
St. Charles College (1939)	Catonsville, Md.	Rev. George A. Gleason, S.S.

LIST OF ACCREDITED SECONDARY SCHOOLS

JANUARY 1, 1950

(The date of first accreditation follows the name of the school. The city following the name of the school is the post office, as listed in the U. S. Postal Guide.)

Schools are accredited according to the procedures of the Cooperative Study of Secondary School Standards. Information concerning evaluation may be secured from the Cooperative Study of Secondary School Standards, 744 Jackson Place, N.W., Washington 6, D. C. or The Commission on Secondary Schools, 3622 Locust Street, Philadelphia 4, Pa.

SCHOOL	LOCATION	HEAD
DELAWARE		
Archmere Academy (Boys) ..(1941)	Claymont	Rev. Justin E. Diny, O.Praem.
Caesar Rodney Junior-Senior High School	Camden	William B. Simpson
Claymont Junior-Senior High School ..(1930)	Claymont	Harvey E. Stahl
Delaware State College Laboratory Senior High School	Dover	William N. Smith
Delmar Junior Senior High School ..(1950)	Delmar	David M. Green
Dover Junior-Senior High School ... (1930)	Dover	Morrell Vehslage
Georgetown Junior-Senior High School	Georgetown	James B. Owen
Harrington Junior-Senior High School ..(1932)	Harrington	Jacob C. Messner
Laurel Junior-Senior High School ... (1936)	Laurel	C. T. Dickerson
Lewes Junior-Senior High School ... (1932)	Lewes	Richard A. Shields
Middletown Junior-Senior High School ..(1937)	Middletown	Ellis K. Lecrone
Milford Junior-Senior High School ... (1936)	Milford	M. Alexander Glas mire
New Castle—William Penn High School	New Castle	Charles E. Smith
Newark Junior-Senior High School ... (1928)	Newark	Frederick B. Kutz
Saint Andrew's School (Boys) (1936)	Middletown	Rev. Walden Pell, 2d
Salesianum School for Boys ... (1944)	Wilmington 43	Rev. Thomas A. Lawless, O.S.F.S.
Sanford Preparatory School of the Sunny Hills Schools	(801 West St.) Hockessin	Mrs. Ellen Q. Sawin
Seaford High School	Seaford	Milman E. Prettyman
Smyrna—John Bassett Moore Junior-Senior High School	Smyrna	George W. Wright
Tower Hill School	Wilmington 47	James S. Guernsey
Ursuline Academy (Girls) ... (1928)	(2813 W. 17th St.) Wilmington 19	Mother Mary Immaculata, O.S.U.
Wilmington—Alexis I. duPont Junior-Senior High School	(1106 Pennsylvania Ave.) Wilmington 67	Thomas W. Howie, Ed.D.
Wilmington—Friends School .. (1928)	(Kennett Pike) Wilmington 284	Wilmot R. Jones
Wilmington—Henry C. Conrad High School	(Alapocas Drive) Wilmington 177	Clarence Wallace Cummings
	(Woodcrest)	

SCHOOL	LOCATION	HEAD
<i>Wilmington Public High Schools:</i>		
Howard Junior-Senior High School (1930)	Wilmington 48 (13th & Poplar Sts.)	George A. Johnson
Pierre S. duPont Junior-Senior High School (1936)	Wilmington 276 (34th & Van Buren Sts.)	Samuel P. Maroney
Wilmington High School (1928)	Wilmington 16 (Delaware Ave. & Monroe St.)	Clarence A. Fulmer
DISTRICT OF COLUMBIA		
Academy of the Holy Cross (Girls) .. (1930)	Washington 8 (2935 Upton St., N. W.)	Sister M. Fernando, C.S.C.
Academy of Notre Dame (Girls) ... (1931)	Washington 2 (N. Capitol & K Sts., N. E.)	Sister Gertrude Saint Edward, S.N.D. deN.
Academy of the Sacred Heart (Girls) (1932)	Washington 10 (1621 Park Rd., N. W.)	Sister Marian, O.P.
Devitt School (Boys) . (1928-43; 1946)	Washington 8 (2955 Upton St., N. W.)	Dwight C. Bracken
Georgetown Visitation Convent School (Girls) (1930)	Washington 7 (1500 35th St., N. W.)	Sister Mary Leonard Whipple, Vis. B.V.M.
Gonzaga High School (Boys) . (1933)	Washington 1 (27 Eye St., N. W.)	Rev. William F. Graham, S.J.
Holton-Arms School (Girls) .. (1928)	Washington 8 (2125 S St., N. W.)	Miss Sallie E. Lurton
Holy Trinity High School (Girls) ... (1933)	Washington 7 (36th & O Sts., N. W.)	Sister Mary Roberta, R.S.M.
Immaculata Seminary (Girls) . (1928)	Washington 16 (4344 Wisconsin Ave., N. W.)	Sister Mary Loretta, S.D.P.
Maret School (Girls) (1930-33; 1942)	Washington 8 (2118 Kalorama Rd., N. W.)	Mrs. Alice Parker Carson
Mount Vernon Seminary (Girls) ... (1928)	Washington 7 (2100 Foxhall Rd., N. W.)	Mrs. Olwen Lloyd
National Cathedral School (Girls) .. (1932)	Washington 16 (Wisconsin Ave. & Woodley Rd., N. W.)	Miss Mabel B. Turner
Saint Albans, The National Cathedral School for Boys (1928)	Washington 16 (Massachusetts & Wis- consin Aves., N. W.)	Rev. Charles Samuel Martin
Saint Anthony High School ... (1938)	Washington 17 (12th & Lawrence Sts., N. E.)	Sister Marie Celeste, O.S.B.
Saint Cecilia's Academy (Girls) ... (1934)	Washington 3 (601 E. Capitol St.)	Sister M. Anne Francis, C.S.C.
Saint John's College High School (Boys) (1929)	Washington 7 (1225 Vermont Ave., N. W.)	Brother Edmund Clement, F.S.C.
Saint Paul's Academy (1934)	Washington 9 (1421 Vee St., N. W.)	Sister Mary Clotile, C.S.C.
Sidwell Friends School, The .. (1928)	Washington 16 (3901 Wisconsin Ave., N. W.)	Robert S. Lyle

SCHOOL	LOCATION	HEAD
<i>Washington Public High Schools:</i>		
Anacostia Senior High School (1939)	Washington 20 (16th & R Sts., S. E.)	Mrs. Opal H. Corkery
Armstrong Technical High School .. (1929)	Washington 1 (O St. bet. 1st & 3rd, N. W.)	Francis A. Gregory
Calvin Coolidge Senior High School (1943)	Washington 11 (5th & Tuckerman Sts., N. W.)	John F. Brougher, Ed.D.
Capitol Page School (1950)	Washington 25 (Congressional Library)	Orson W. Trueworthy
Francis L. Cardozo High School ... (1932)	Washington 1 (9th St. & Rhode Island Ave., N. W.)	Robert N. Mattingly
Paul Lawrence Dunbar Senior High School (1929)	Washington 1 (1st & N Sts., N. W.)	Charles S. Lofton
Theodore Roosevelt Senior High School (1929)	Washington 11 (4301 13th at Upshur St., N. W.)	Mrs. Elva C. Wells
Washington Central Junior-Senior High School (1929)	Washington 9 (13th St. at Clifton St., N. W.)	Lawrence G. Hoover
Washington Eastern Senior High School (1929)	Washington 3 (17th & E. Capitol Sts.)	John Paul Collins
Washington Western Senior High School (1929)	Washington 7 (35th & R Sts., N. W.)	Nathaniel A. Danowsky
William McKinley Senior High School (1929)	Washington 2 (2d & T Sts., N. E.)	Charles E. Bish
Woodrow Wilson Senior High School (1937)	Washington 16 (Nebraska Ave. & Chesapeake St., N. W.)	Thomas J. Holmes
Woodward School for Boys ... (1928)	Washington 6 (1736 G St., N. W.)	Joseph S. Rook
MARYLAND		
Academy of the Holy Names (Girls) (1943)	Silver Spring	Sister M. Elizabeth Agnes, S.H.N.
Annapolis High School (1940)	Annapolis	Albert Wesley Fowble
Baltimore Friends School (1928)	Baltimore 10 (5114 N. Charles St.)	Bliss Forbush
<i>Baltimore Public High Schools:</i>		
Baltimore City College (Boys) (1928-34; 1942)	Baltimore 13 (33rd St. & the Alameda)	Chester H. Katenkamp, Ed.D.
Baltimore Eastern Senior High School (Girls) (1928)	Baltimore 18 (33rd St. & Loch Raven Rd.)	Miss Laura J. Cairnes
Baltimore Polytechnic Institute (Boys) (1928)	Baltimore 30 (200 E. North Ave. at Calvert St.)	Wilmer A. Dehuff
Baltimore Southern Junior-Senior High School (1925)	Baltimore 30 (Warren Ave. & William St.)	John H. Schwatka
Baltimore Western Senior High School (Girls) . (1928-33; 1935)	Baltimore 17 (Pulaski St. & Gwynns Falls Parkway)	Miss Mildred M. Coughlin
Forest Park Senior High School ... (1928-32; 1936)	Baltimore 7 (Chatham Rd. & Eldorado Ave.)	Wendell E. Dunn

SCHOOL	LOCATION	HEAD
Frederick Douglass High School .. (1928)	Baltimore 17 (Calhoun & Baker Sts.)	Ralph W. Reckling
Patterson Park High School (1940)	Baltimore 24 (Ellwood Ave. & Pratt St.)	G. Gordon Woelper
Bel Air Junior-Senior High School .. (1938)	Bel Air (E. Gordon & Franklin Sts.)	Charles E. Harkins
Bethesda-Chevy Chase Senior High School(1931)	Bethesda 14 Brunswick	William G. Pyles
Brunswick Junior-Senior High School (1928)	Baltimore 1 (320 Cathedral St. at Mulberry)	Herman A. Hauver
Calvert Hall High School (Boys) ... (1928)	Baltimore 28 (100 Block Bloomsbury Ave., Catonsville)	Brother Daniel Henry, F.S.C.
Catonsville High School(1929)		Taylor F. Johnston
<i>Cumberland Public High Schools:</i>		
Allegany Junior-Senior High School (1928)	Cumberland (616 Sedgwick St.)	Ralph R. Webster
Fort Hill Junior-Senior High School (1931)	Cumberland	Victor D. Heisey
Elkton Junior-Senior High School ... (1950)	Elkton	Ralph H. Beachley
Frederick High School(1928)	Frederick	Harry O. Smith
Gaithersburg Junior-Senior High School(1932)	Gaithersburg	George L. Osterwise, Ed.D.
Georgetown Preparatory School (Boys)(1928)	Garrett Park	Rev. William F. Maloney, S.J.
Gilman Country School for Boys (1936)	Baltimore 10 (5407 Roland Ave.)	Henry H. Callard
Glen Burnie High School(1936)	Glen Burnie	Charles W. Whayland
Greenwood School (Girls) ... (1937)	Baltimore 4 (Boyce Ave., Ruxton)	Miss Mary A. Elcock
Hagerstown Senior High School (1928)	Hagerstown	James Earl Solt
Hannah More Academy (Girls) (1931)	Reisterstown	Miss Elizabeth Norris Harvey
Landon School for Boys(1936)	Washington 14 Bethesda P. O., Md.	Paul L. Banfield
Loyola High School of Baltimore (Boys)(1933)	Baltimore 4 (Boyce Ave. & Chestnut Rd.)	Rev. John M. Comey, S.J.
McDonogh School (Boys)(1928)	McDonogh	Louis E. Lamborn
Montgomery Blair Senior High School (1932)	Silver Spring, Box 430 .. (Wayne Ave. & Dale Drive)	Daryl W. Shaw
Mount Saint Agnes School (Girls) .. (1928)	Baltimore 9 (Mount Washington)	Sister Mary Christopher, R.S.M.
Mount Saint Joseph High School (Boys)(1933)	Baltimore 29 (4403 Frederick Ave.)	Brother Bartholomew, C.F.X.
Notre Dame of Maryland Preparatory School (Girls)(1928)	Baltimore 10 (4701 N. Charles St.)	Sister Mary Virginia Connolly, S.S.N.D.
Oldfields School (Girls)(1942)	Glencoe	Duncan McCulloch, Jr.
Park School of Baltimore, The (1928)	Baltimore 15 (2901 Liberty Heights Ave.)	Hans Froelicher, Jr.
Richard Montgomery Junior-Senior High School(1932)	Rockville	Joseph J. Tarallo

SCHOOL	LOCATION	HEAD
Roland Park Country School for Girls (1928)	Baltimore 10 (817 W. University Parkway)	Miss Elizabeth M. Castle
Saint James School for Boys .. (1930)	St. James	Vernon Brown Kellett, Ph.D.
Saint Joseph's High School ... (1930)	Emmitsburg	Sister Mary Catherine, D.C.
Saint Mary's Female Seminary (High School Dept.) (1931)	Saint Mary's City	Miss May Russell
Saint Paul's School for Boys .. (1947)	Baltimore 9	S. Atherton Middleton
Seton High School for Girls .. (1931)	(2101 W. Rogers Ave.) Baltimore 18	Sister Adele, S.C.
Sherwood Junior-Senior High School (1932)	(2800 N. Charles St.) Sandy Spring	Charles B. Remaley
Takoma Academy (1935)	Takoma Park 12	John P. Laurence
Towson Junior-Senior High School .. (1942)	Baltimore 4	W. Horace Wheeler
Trinity Preparatory School, Maryvale (Girls) (1949)	Brooklandville	Sister Rosalia, S.N.D. deN.
Trinity Preparatory School (Girls) .. (1941)	Ilchester	Sister Elizabeth Carmelita, S.N.D. deN.
West Nottingham Academy for Boys (1932)	Colora	Richard W. Holstein
Wicomico High School (1932)	Salisbury	William B. Jones
NEW JERSEY		
Academy of the Holy Angels (Girls) (1933)	Fort Lee 1	Sister M. Frances Therese, Ph.D., S.S.N.D.
Academy of Saint Elizabeth (Girls) (1928-44; 1946)	Convent Station	Sister Helen Cecilia, S.C.
Admiral Farragut Academy (Boys) .. (1937)	Pine Beach	Raven O. Dodge
Asbury Park High School (1928)	Asbury Park	Charles S. Huff
Atlantic City Friends School .. (1948)	Atlantic City	Mrs. Kathryn R. Morgan
Atlantic City High School (1939)	(1216 Pacific Ave.) Atlantic City	Charles R. Hollenbach
Atlantic Highlands High School (1928)	Atlantic Highlands	Bradley A. VanBrunt
Audubon Junior-Senior High School .. (1931)	Audubon	Miss Grace N. Kramer
Bayonne—Daniel P. Sweeney High School (formerly Bayonne High School) (1928)	Bayonne	Walter F. Robinson, Ph.D.
Beard School for Girls, The .. (1928)	Orange	Miss Edith M. Sutherland
Belleville High School (1934)	(560 Berkeley Ave.) Belleville 9	Hugh D. Kittle
Belvidere High School (1948)	Belvidere	Sturgeon B. Wuertenberger
Bergenfield Junior-Senior High School (1945)	Bergenfield	Paul L. Hoffmeister
Bernards High School (1928)	Bernardsville	W. Ross Andre
Blair Academy for Boys (1928)	Blairstown	Benjamin D. Roman
Bloomfield Senior High School (1928)	Bloomfield	Harry M. Rice, Pd.D.
Bogota High School (1928)	Bogota	Robert Pollison
Boonton High School (1928)	Boonton	Leslie A. E. Booth
Bordentown—William McFarland Senior High School (1929-33; 1935)	Bordentown	George M. Dare
Bordentown Military Institute (Boys) (1928)	Bordentown	Harold Morrison Smith
Bound Brook High School (1928)	Bound Brook	G. Harvey Nicholls

SCHOOL	LOCATION	HEAD
Bridgeton High School(1931)	Bridgeton	Harry C. Smalley
Burlington High School (1928-44; 1948)	Burlington	Miss Elizabeth A. Ditzell
Butler High School(1945)	Butler	Eugene H. Van Vliet
Caldwell—Grover Cleveland High School(1928)	Caldwell	T. Edward Rutter
Camden Catholic High School ..(1934)	Camden	Sister Mary, R.S.M.
	(5 N. 7th St.)	
<i>Camden Public High Schools:</i>		
Camden Senior High School (1928)	Camden 3	Carleton R. Hopkins
	(Park & Baird Blvds.)	
Woodrow Wilson Senior High School(1947)	Camden 5	Walter O. Ettinger
	(3100 Federal St.)	
Cape May High School (1928-32; 1938)	Cape May	Paul S. Ensminger
Carteret High School(1929)	Carteret	Herman E. Horn
Carteret School for Boys(1928)	Orange	Roy S. Claycomb
	(700 Prospect Ave., West Orange)	
Chatham High School(1939)	Chatham	Everett V. Jeter, Ph.D.
Cliffside Park Senior High School ... (1930)	Cliffside Park	William F. Steiner
Clifton High School(1928)	Clifton	Harold J. Adams
Closter Junior-Senior High School ... (1932)	Closter	Christian Francis Sailer
Collingswood Senior High School ... (1928)	Collingswood	Percy S. Eichelberger
Columbia Senior High School of South Orange and Maplewood ..(1928)	Maplewood	Frederic J. Crehan
Cranford Junior-Senior High School .. (1928)	Cranford	Ray A. Clement
Dover High School(1928)	Dover	William S. Black
Dumont High School(1939)	Dumont	Alfred W. Heath
Dunellen Junior-Senior High School .. (1938)	Dunellen	Wilbur F. Bolen
Dwight Morrow Senior High School (1928)	Englewood	George W. Paulsen
<i>East Orange Public High Schools:</i>		
Clifford J. Scott High School (1940)	East Orange	Lemuel R. Johnston, Ph.D.
	(129 Renshaw Ave.)	
East Orange High School ..(1928)	East Orange	Lewis B. Knight
	(34 N. Walnut St.)	
East Rutherford High School ..(1938)	East Rutherford	George L. Dierwechter
<i>Elizabeth Public High Schools:</i>		
Battin Senior High School (Girls) (1928)	Elizabeth 2	Miss Helen G. Paulmenn
	(South & S. Broad Sts.)	
Thomas Jefferson Senior High School (Boys)(1931)	Elizabeth 4	Porter W. Averill
	(East Scott Place)	
Englewood School for Boys (1934-37; 1940)	Englewood	Marshall L. Umpleby
Fairlawn Junior-Senior High School .. (1946)	Fairlawn	Charles W. Mintzer
(Miss) Fine's School for Girls (1940-41; 1946)	Princeton	Miss Shirley Davis
Flemington High School(1928)	Flemington	Harry C. Nuessle

SCHOOL	LOCATION	HEAD
Florence Township High School (1945)	Florence	Miss Marcella L. Duffy
Fort Lee Junior-Senior High School .. (1931)	Fort Lee	Lewis F. Cole
Franklin Junior-Senior High School (1944)	Franklin	William K. Gillespie
Freehold High School (1928)	Freehold	Mrs. Lillian Lauler Wilbur
Garfield High School (1928-41; 1947)	Garfield	A. Austin Travers
Glassboro High School (1931)	Glassboro	Leon C. Lutz
Glen Ridge Junior-Senior High School (1928)	Glen Ridge	Alfred C. Ramsay
Gloucester City Junior-Senior High School (1928-33; 1936)	Gloucester City	Wendell Sooy
Hackensack Senior High School (1928)	Hackensack	Boutelle E. Lowe, Ph.D.
Hackettstown High School ... (1930)	Hackettstown	William H. Weaver
Haddon Heights High School .. (1928)	Haddon Heights	Leonard B. Irwin, Ph.D.
Haddonfield Memorial High School .. (1930)	Haddonfield	Thomas H. Skirm
Hamilton Township High School ... (1943)	Trenton 10	Harvey A. Hesser
Hammonton High School (1928)	(Park & S. Clinton Aves.)	
Harrison High School (1928)	Hammonton	Paul S. Gillespie
Hartridge School (Girls) (1933)	Harrison	T. Gerard Manning
Hasbrouck Heights High School (1929)	Plainfield	Mrs. Frances Hurrey Philips
Hawthorne High School (1936)	Hasbrouck Heights	Joseph E. Sveda
Highland Park High School .. (1940)	Hawthorne	George J. Geier
Hightstown High School (1928)	Highland Park	Alger Y. Maynard
Hillside High School (1930)	Hightstown	J. Harvey Shue
	Hillside 5	Ruhl L. Custer
	(1085 Liberty Ave.)	
Hoboken—A. J. Demarest Senior High School (1928)	Hoboken	Arthur E. Stover
	(4th, Garden and Bloomfield Sts.)	
Hopewell Township Central High School (1950)	Pennington	Royal H. Hintze
Irvington High School (1928)	Newark 11	Clarence E. Chamberlain
	(1253 W. Clinton Ave., Irvington)	
Jamesburg High School (1942)	Jamesburg	Frederick W. Evans
<i>Jersey City Public High Schools:</i>		
Henry Snyder High School .. (1940)	Jersey City 5	Emmett J. Campbell
	(235 Bergen Ave. at Myrtle Ave.)	
James J. Ferris High School (1940)	Jersey City 2	Maxim F. Losi, Ed.D.
	(123 Coles St.)	
Lincoln High School (1928)	Jersey City 4	Thomas H. Quigley
	(40 Crescent Ave.)	
William L. Dickinson High School (1928)	Jersey City 6	James J. Connolly, Ph.D.
	(Newark & Palisade Aves.)	
Kearny High School (1928)	Arlington	George G. Mankey
	(Devon St., Kearny)	
Kent Place School (Girls) (1928-36; 1938)	Summit	Miss Harriet L. Hunt
Kimberley School for Girls, The (1928-34; 1947)	Montclair	Miss Margaret Muir Gallie
Lakewood High School (1928)	Lakewood	Walter L. Haley
Lawrenceville School (Boys) .. (1928)	Lawrenceville	Allan Vanderhoef Heely
Leonia High School (1928)	Leonia	Carl W. Suter

SCHOOL	LOCATION	HEAD
Linden High School (1928)	Linden	Miss Lida M. Ebbert
Little Falls—Passaic Valley High School (1947)	Little Falls	Edward T. Schneider, Ed.D.
Lodi High School (1939)	Lodi	Frank Gaciovano
Long Branch Senior High School ... (1928)	Long Branch	R. Preston Shoemaker, Jr.
Lower Camden County Regional High School (1947)	Box 27, Clementon	Edward Kip Chase
Lyndhurst High School (1930)	Lyndhurst	Edwin C. Olson
Madison High School (1928)	Madison	Ward A. Shoemaker
Manasquan High School (1935)	Manasquan	Marion C. Woolson, Ed.D.
Merchantville High School ... (1932)	Merchantville	William R. Flinn
Metuchen High School (1928)	Metuchen	William E. Bragner
Middle Township High School (1928)	Cape May Court House .	William B. Wright
Middletown Township High School .. (1936)	Leonardo	William K. Megill
Millburn Junior-Senior High School .. (1928)	Millburn	Robert E. Faddis
Millville Memorial High School (1928-35; 1943)	Millville	G. Clifford Singley, Ed.D.
Montclair—College High School of the State Teachers College at Montclair (1935)	Montclair	Arthur M. Seybold
Montclair Academy for Boys .. (1928)	Montclair	Frederick W. Hackett
Montclair Senior High School .. (1928)	Montclair	Harold A. Ferguson
Moorestown Friends' School .. (1928)	Moorestown	Chester L. Reagan
Moorestown High School (1928)	Moorestown	Mary E. Roberts, Ph.D.
Morristown School (Boys) ... (1933)	Morristown	Valleau Wilkie
Mount Holly—Rancocas Valley Regional High School (1928-35; 1938)	Mount Holly	Warren N. Butler
Mount Saint Dominic Academy (Girls) (1934)	Caldwell	Sister M. Germaine, O.P.
Mount Saint Mary's Academy (Girls) (1937)	Plainfield	Sister Mary Leonard, R.S.M.
Mountain Lakes Junior-Senior High School (1940)	Mountain Lakes	Robert J. Smith
Neptune Township High School (1928)	Ocean Grove	Harry A. Titcomb
New Brunswick Senior High School .. (1928)	New Brunswick	Robert C. Carlson
Newark Academy (Boys) (1928)	Newark 7	Kenneth O. Wilson
<i>Newark Public High Schools:</i>	(215 First St.)	
Barringer High School (1928)	Newark 4	Roger B. Saylor, Pd.D.
Newark Central Commercial and Technical Senior High School .. (1928)	(49 Parker St.)	
Newark East Side Commercial and Technical High School (1928)	Newark 4	Stanton A. Ralston
Newark South Side High School ... (1933)	(345 High St.)	
Newark Weequahic High School .. (1935)	Newark 5	Henry A. McCracken
Newark West Side Senior High School (1929)	(238 Van Buren St.)	
Newton High School (1946)	Newark 8	Arthur W. Belcher
North Arlington Junior-Senior High School (1944)	(80 Johnson Ave.)	
	Newark 8	Max J. Herzberg
	(279 Chancellor Ave.)	
	Newark 3	Francis B. Snavelly
	(425 S. Orange Ave.)	
	Newton	Stuart R. Race
	North Arlington	Frank J. Hurley

SCHOOL	LOCATION	HEAD
North Plainfield High School .. (1928)	Plainfield (Greenbrook Rd., North Plainfield)	C. M. Withers
Nutley Senior High School ... (1928)	Nutley 10	Ehud Priestley, Ph.D.
Ocean City Junior-Senior High School (1928)	Ocean City	George W. Meyer
Orange High School (1928)	Orange	Frank L. Yost
Palmyra High School (1930)	Palmyra	Miss C. Elizabeth McDonell
Park Ridge High School (1930)	Park Ridge	Mrs. May Emmons Hallett
Passaic Senior High School ... (1928)	Passaic	Olo A. Kennedy
<i>Paterson Public High Schools:</i>		
Paterson Central High School (1928)	Paterson 1	Joseph F. Manley
	(Hamilton St.)	
Paterson Eastside High School ... (1928)	Paterson 3	William H. Wilson
	(130 Park Ave.)	
Paulsboro High School (1928-33; 1936)	Paulsboro	Phillip Q. Stumpf
Peddie School, The (Boys) ... (1928)	Hightstown	Carroll O. Morong
Pemberton High School (1935)	Pemberton	Ellmore H. Slaybaugh
Pennington School for Boys (1930-34; 1937)	Pennington	J. Rolland Crompton, D.D.
Perth Amboy Senior High School ... (1928)	Perth Amboy	James Fraser Chalmers
Pingry School, The (Boys) ... (1928)	Elizabeth 3	E. Laurence Springer
	(87 Parker Rd.)	
Pitman High School (1928)	Pitman	Henry B. Cooper
Plainfield High School (1928)	Plainfield	Waldro J. Kindig
Point Pleasant Beach High School ... (1939)	Point Pleasant	Edward B. Deery
Pompton Lakes High School .. (1943)	Pompton Lakes	Harry H. Pratt
Princeton High School (1932)	Princeton	Harold A. Odell
Prospect Hill Country Day School for Girls (1928)	Newark 4	Albert A. Hamblen, Ph.D.
	(346 Mount Prospect Ave.)	
Rahway High School (1933)	Rahway	Ralph N. Kocher
Ramsey High School (1939)	Ramsey	Guy W. Moore
Red Bank Catholic High School (1934)	Red Bank	Sister Mary Eleanor, R.S.M.
Red Bank Senior High School (1928)	Red Bank	Harry C. Sieber
Ridgefield Park High School .. (1930)	Ridgefield Park	Frederic K. Shield
Ridgewood Senior High School (1928)	Ridgewood	Ellis D. Brown
Riverside High School (1950)	Riverside	John E. Mongon
Roselle—Abraham Clark Junior-Senior High School (1932)	Roselle	Albert S. Peeling
Roselle Park High School (1928)	Elizabeth P. O.	G. Hobart Brown
	(Grant Ave., West, Roselle Park)	
Roxbury Township High School (1938)	Succasunna	William A. Wackernagel
Rumson Junior-Senior High School .. (1940)	Rumson	Frank Lewis Weinheimer
Rutgers Preparatory School, The (Boys) (1928)	New Brunswick	Stanley Shepard, Jr.
Rutherford Senior High School (1928-35; 1940)	Rutherford	Wilmot H. Moore
Saint Benedict's Preparatory School (Boys) (1935)	Newark 2	Rev. Gerald Flynn, O.S.B.
	(520 High St.)	
Saint John Baptist School (Girls) ... (1935)	Mendham	Sister Mary Barbara, C.S.J.B.
Saint Mary's Hall (Girls) ... (1936)	Burlington	Miss Florence Lukens Newbold

SCHOOL	LOCATION	HEAD
Saint Peter's College High School (Boys)(1930)	Jersey City 2 (144 Grand St.)	Rev. Paul J. Swick, S.J.
Sayreville High School(1946)	Sayreville	Crawford V. Lance
Scotch Plains High School(1932)	Scotch Plains	Robert Adams, Jr.
Seton Hall Preparatory School (Boys)(1931)	South Orange (400 South Orange Ave.)	Rev. William J. Duffy
Somerville High School(1928)	Somerville	Randolf T. Jacobsen
Springfield—Union County Regional High School(1942)	Springfield	Warren W. Halsey
Stevens Hoboken Academy (1935; 1937)	Hoboken (266 Fifth St.)	Douglass Groff Cole
Summit Senior High School ... (1934)	Summit	Albert J. Bartholomew
Swedesboro High School(1928)	Swedesboro	Walter H. Hill
Teaneck Junior-Senior High School(1935)	Teaneck	Charles L. Steel, Jr.
Tenafly Junior-Senior High School(1928)	Tenafly	Burt Johnson, Ed.D.
Trenton Cathedral High School (Girls)(1940)	Trenton 8 (Bank St. & Chancery Lane)	Sister Mary Barbara, R.S.M.
Trenton Central Senior High School(1928)	Trenton 9 Hamilton Ave. & Chambers St.)	Paul R. Spencer, Ph.D.
<i>Union City Public High Schools:</i>		
Emerson High School(1929)	Union City (318 18th St.)	Joseph J. Maney
Union Hill High School(1928)	Union City (3800 Hudson Ave.)	Harry S. Stahler
Vail-Deane School (Girls) ... (1928)	Elizabeth 3 (618 Salem Ave.)	Miss Margaret S. Cummings
Verona—Henry B. Whitehorne Junior- Senior High School(1947)	Verona	William H. Sampson
Vineland High School(1936)	Vineland	Miss Mary E. Rossi
Washington High School(1934)	Washington	Eugene J. Bradford
Weehawken Senior High School(1928)	Union City (Liberty Place, Weehawken)	George Becker
West Orange Senior High School(1928)	West Orange	Raymond E. Hearn
Westfield Senior High School ..(1928)	Westfield	Robert L. Foose
Westwood Junior-Senior High School(1939)	Westwood	Maurice A. Coppins
Wildwood High School(1931)	Wildwood	A. Edward Tedesco
Woodbridge High School(1928)	Woodbridge	John P. Lozo, Ph.D.
Woodbury High School(1928)	Woodbury	John R. Worrall
Wood-Ridge Junior-Senior High School(1943)	Wood-Ridge (Rutherford P. O.)	A. Edward DiMiceli
Woodstown High School(1928)	Woodstown	Arthur G. Martin
NEW YORK		
Academy of Mount Saint Vincent (Girls)(1944)	Tuxedo Park	Sister Mary Angelica, Ph.D., S.C.
Academy of Our Lady of the Blessed Sacrament (Notre Dame Academy) (Girls)(1950)	Richmond Boro, N. Y. C. (70 Howard Ave., Grymes Hill, Staten Island 1)	Sister Saint Mary Genevieve, C. de N.D. of M.
Adelphi Academy (Boys)(1928)	Brooklyn 5, N. Y. C. ... (282 Lafayette Ave.)	Lloyd W. Johnson

SCHOOL	LOCATION	HEAD
Albany Academy, The (Boys) (1928)	Albany 2 (Academy Rd.)	Harry E. P. Meislahn
Albany Academy for Girls ... (1928)	Albany 6 (155 Washington Ave.)	Miss Rhoda Harris
Albany Senior High School ... (1939)	Albany 3 (141 Western Ave.)	Harry E. Pratt, Pd.D.
Allendale School (Boys) (1943)	Rochester 10 (519 Allen's Creek Rd.)	Peter A. Schwartz
Aquinas Institute of Rochester (Boys) (1928)	Rochester 13 (1127 Dewey Ave.)	Rev. Wm. J. Duggan, C.S.B.
Barnard School for Boys (1928)	Bronx 63, N. Y. C. (4411 Cayuga Ave., W. 244th St. at Fieldston)	Carrington Raymond
Barnard School for Girls (1930)	Bronx 33, N. Y. C. (554 Ft. Washington Ave.)	Mrs. Margaret D. Gillette
Bay Shore Junior-Senior High School (1928)	Bay Shore (181 Lincoln Place)	Warde G. McLaughlin
Berkeley Institute (Girls) (1928)	Brooklyn 17, N. Y. C. ... (181 Lincoln Place)	Mrs. Helen Burtt Mason
Binghamton Central High School ... (1928)	Binghamton (203 Bidwell Parkway)	Edward T. Springmann
Birch Wathen School (1936)	Manhattan 25, N. Y. C. .. (149 W. 93rd St.)	Harrison W. Moore
Brighton High School (1949)	Rochester 10 (651 Washington St.)	Arthur E. Harris
Bronxville Junior-Senior High School (1945)	Bronxville 8 (112 Schermerhorn St.)	Frank Misner, Ph.D.
Brooklyn Friends School (1928)	Brooklyn 2, N. Y. C. (112 Schermerhorn St.)	Warren B. Cochran
Brooklyn Preparatory School (Boys) (1928)	Brooklyn 25, N. Y. C. ... (1150 Carroll St.)	Rev. Harold X. Folser, S.J.
Buffalo Seminary, The (Girls) (1928)	Buffalo 9 (203 Bidwell Parkway)	Miss L. Gertrude Angell, Ped.D.
Calhoun School, The (Girls) .. (1928)	Manhattan 25, N. Y. C. .. (309 W. 92nd St.)	{ Miss Elizabeth Parmelee { Miss Beatrice S. Cosway
Canisius High School of Buffalo (Boys) (1928)	Buffalo 9 (651 Washington St.)	Rev. Michael J. Costello, S.J.
Cathedral School of Saint Mary (Girls) (1928)	Garden City (22 S. Goodman St.)	Mrs. Marion Reid Marsh
Chaminade High School (Boys) ... (1946)	Mineola (100 East End Ave.)	Brother John T. Darby, S.M.
Chapin School, The (Girls) .. (1928)	Manhattan 28, N. Y. C. .. (100 East End Ave.)	Miss Ethel G. Stringfellow
Collegiate School for Boys (1928)	Manhattan 24, N. Y. C. ... (241 W. 77th St.)	Wilson Parkhill
Columbia Grammar School (Boys) .. (1928)	Manhattan 25, N. Y. C. ... (5 W. 93rd St.)	Frederic A. Alden
Columbia School of Rochester, The (Girls) (1940)	Rochester 7 (22 S. Goodman St.)	Mrs. Della E. Simpson
Corning Free Academy (1928)	Corning (22 S. Goodman St.)	Wilbur T. Miller
Cortland Junior-Senior High School .. (1929)	Cortland (22 S. Goodman St.)	John H. Burke
De Veaux School (Boys) (1928)	Niagara Falls (22 S. Goodman St.)	Rev. Wm. Stuber Hudson
Dobbs Ferry Junior-Senior High School (1935)	Dobbs Ferry (22 S. Goodman St.)	William Z. Lindsey
Drew Seminary for Young Women .. (1928)	Carmel (22 S. Goodman St.)	Rev. Philip S. Watters
Dwight School (Boys) (1928)	Manhattan 16, N. Y. C. .. (72 Park Ave.)	Winton L. Miller, Jr.

SCHOOL	LOCATION	HEAD
Eastchester Junior-Senior High School (1941)	Tuckahoe 7 (White Plains Post Rd. at Stewart Place)	Douglas S. MacDonald
Emma Willard School (Girls) (1928)	Troy (Pawling Ave.)	{Miss Anne Wellington {Miss Clemewell Lay
Female Academy of the Sacred Heart (Kenwood) (Girls) (1928)	Albany 2 Bronx 63, N. Y. C. (Fieldston Rd. & Spuyten Duyvil Parkway)	Mother G. Bodkin, Ph.D., R.S.C.J.
Fieldston School of the Ethical Culture Schools (1928)	Bronx 58, N. Y. C. (East Fordham Rd.)	Luther H. Tate
Fordham Preparatory School (Boys) (1928)	Manhattan 24, N. Y. C. .. (18 W. 89th St.)	Rev. Charles A. Matthews, S.J., Ph.D.
Franklin School (Boys) (1928)	Fredonia Queens, N. Y. C. (33-16 79th St., Jackson Heights)	{David P. Berenberg {Clifford W. Hall Howard R. Bradley Henry Roberts
Fredonia High School (1928)	Geneva Syracuse 3 (1055 James St.)	Louis M. Collins Mrs. Ruth R. Penthoen
Garden Country Day School .. (1935)	Great Neck (Polo Rd.)	Ruel E. Tucker
Geneva High School (1928)	Tarrytown Yonkers 2 (229 North Broadway)	Mitchell Gratwick, M.D. Mrs. Ruth S. Leonard
Goodyear-Burlingame School (Girls) (1929)	Rochester 10 (1981 Clover St.)	Lawrence W. Utter
Great Neck Junior-Senior High School (1928)	Hastings-on-Hudson	Rowland H. Ross
Hackley School (Boys) (1933)	Hempstead (70 Greenwich St.)	Raymond Maure, Ed.D.
Halsted School (1948)	Buffalo 14 (24 Shoshone Drive)	Sister Saint Mary, G.N.S.H.
Harley School (1932)	Bronx 63, N. Y. C. (231 W. 246th St.)	Charles C. Tillinghast, Ed.D.
Hastings-on-Hudson Junior-Senior High School (1928)	Hornell Hudson (Box 17)	Edward W. Cooke Loyal D. McNeal
Hempstead High School (1935)	Huntington Ithaca Johnstown	Robert L. Simpson Frank R. Bliss William A. Wright
Holy Angels Academy (Girls) (1946)	Queens, N. Y. C. (119-17 Union Turnpike at Austin St., Forest Hills)	James L. Dixon, Ed.D.
Horace Mann School for Boys, The .. (1928)	Cooperstown Oakdale	Mrs. Mary S. Bancroft Phinney Brother Amian, F.S.C.
Hornell High School (1928)	Lawrence Lockport (East Ave.)	Cecil H. MaHood Lloyd F. McIntyre
Hudson High School (1928)	Locust Valley	Merrill L. Hiatt
Huntington Senior High School (1928)	Long Beach Manhattan 28, N. Y. C. .. (980 Park Ave. at 83rd St.)	Richard Maher Rev. C. Justin Hanley, S.J.
Ithaca High School (1928)	Manhattan 23, N. Y. C. .. (5 W. 63rd St.)	Thomas Hemenway
Johnstown Senior High School (1929)		
Kew-Forest School (1928)		
Knox School, The (Girls) ... (1930)		
La Salle Military Academy (Boys) .. (1936)		
Lawrence High School (1933)		
Lockport Senior High School .. (1950)		
Locust Valley: Friends Academy ... (1928)		
Long Beach High School (1934)		
Loyola School (Boys) (1928)		
McBurney School (Boys) (1929)		

SCHOOL	LOCATION	HEAD
<i>Manhattan Borough:</i>		
George Washington High School (1928)	Manhattan 33, N. Y. C. .. (549 Audubon Ave. at 192nd St.)	Arthur A. Boylan
Haaren High School (1929)	Manhattan 19, N. Y. C. .. (899 10th Ave. at 59th St.)	Arthur Franzen
Hunter College Junior-Senior High School of the City of New York (Girls) ... (1929)	Manhattan 21, N. Y. C. .. (930 Lexington Ave.)	Jean F. Brown, Ph.D.
Julia Richman High School (Girls) (1928)	Manhattan 21, N. Y. C. .. (317 E. 67th St.)	Miss Marion D. Jewell
Straubenmuller Textile High School (1929)	Manhattan 11, N. Y. C. .. (351 W. 18th St.)	H. Norman Ford
Stuyvesant High School, Peter (Boys) (1939)	Manhattan 3, N. Y. C. .. (345 E. 15th St.)	Fred Schoenberg
<i>Queens Borough:</i>		
Flushing High School (1928)	Queens, N. Y. C. (Northern Boulevard & Union St., Flushing)	Miss Edith M. Ward
Grover Cleveland High School .. (1936)	Queens 27, N. Y. C. (2127 Himrod St., Ridgewood)	Charles A. Tonsor, Ph.D.
Jamaica High School (1928)	Queens 3, N. Y. C. (168th St. & Gothic Drive, Jamaica)	Maurice D. Hopkins
Newtown High School (1928)	Queens, N. Y. C. (48-01 90th St., Elmhurst, L. I.)	Alfred S. Roberts
<i>Richmond Borough:</i>		
Curtis High School (1928)	Richmond Borough, N. Y. C. (Hamilton Ave. & Saint Marks Place, Staten Island 1)	John M. Avent
New York Military Academy (Boys) (1932)	Cornwall-on-Hudson	H. M. Scarborough
Newark High School (1928)	Newark	Sidney L. MacArthur
Nichols School of Buffalo, The (Boys) (1928)	Buffalo 16 (Amherst & Colvin Sts.)	Philip M. B. Boocock
Nightingale-Bamford School, The (Girls) (1938)	Manhattan 28, N. Y. C. .. (20 E. 92nd St.)	Miss Edna Marion Hill
Northport High School (1929)	Northport (Laurel Ave.)	Miss Adelheid M. M. Kaufmann
Northwood School (Boys) (1928)	Lake Placid Club	Ira A. Flinner, Ed.D.
Oakwood School (1939)	Poughkeepsie	Joseph B. Shane
Oneonta Senior High School (1928-30; 1935)	Oneonta	Charles A. Belden
Oswego High School (1932)	Oswego	Ralph M. Faust
Our Lady of Mercy High School (Girls) (1946)	Rochester 10 (1437 Blossom Rd.)	Sister M. Francesca, R.S.M.
Packer Collegiate Institute, The (High School Dept.) (Girls) (1928)	Brooklyn 2, N. Y. C. (170 Joralemon St.)	Paul David Shafer, Ph.D.
Park School of Buffalo (1928-34; 1944)	Buffalo 21 (115 North Harlem Rd., Snyder)	M. Adolphus Cheek, Jr.
Pelham Memorial Junior-Senior High School (1928)	Pelham 65	F. Hamilton Whipple

SCHOOL	LOCATION	HEAD
Mamaroneck Senior High School ... (1934)	Mamaroneck	Joseph C. McLain
Manhasset High School (1928)	Manhasset (Memorial Place)	Kendall B. Howard
Manhattan: Friends Seminary (1928)	Manhattan 3, N. Y. C. ... (15 Rutherford Place)	Alexander H. Prinz
Manlius School (Boys) (1928)	Manlius	Howard I. Dillingham, Ph.D.
Marcellus Central Junior-Senior High School (1934)	Marcellus	Chester S. Driver
Marymount Secondary School (Girls) (1928)	Tarrytown	Mother M. Jogues, Ph.D., R.S.H.M.
Masters School, The (Girls) .. (1928)	Dobbs Ferry (120 Grand Ave.)	Mrs. Charlotte W. Speer
Middletown High School (1938)	Middletown	Frederic P. Singer
Millbrook School for Boys (1942)	Millbrook	Edward Pulling
Monticello Junior-Senior High School (1936)	Monticello	Kenneth L. Rutherford
Mount Saint Joseph Academy (Girls) (1934)	Buffalo 8 (2064 Main St.)	Sister Alice Marie, S.S.J.
Mount Saint Mary Academy (Girls) (1932)	Newburgh	Sister Mary Vincent, O.P.
Mount Vernon: A. B. Davis Senior High School (1932)	Mount Vernon	Howard G. Spalding, Ed.D.
Nazareth Academy (Girls) ... (1946)	Rochester 13 (1001 Lake Ave.)	Sister M. Hubertine, S.S.J.
<i>New York City Public High Schools:</i>		
<i>Bronx Borough:</i>		
DeWitt Clinton High School (Boys) (1928)	Bronx 63, N. Y. C. (100 West Moshulu Parkway)	Walter J. Degnan
Evander Childs High School ... (1928)	Bronx 67, N. Y. C. (800 E. Gunhill Rd.)	Hymen Alpern, Ph.D.
James Monroe High School (1928)	Bronx 59, N. Y. C. (1300 Boynton Ave. at 172nd St.)	Henry E. Hein, Ph.D.
Theodore Roosevelt High School . (1928)	Bronx 58, N. Y. C. (500 E. Fordham Rd.)	John V. Walsh, Ph.D.
Walton High School (1928)	Bronx 63, N. Y. C. (Reservoir Ave. & W. 195th St.)	Mrs. Marion C. Heffernan, Ph.D.
<i>Brooklyn Borough:</i>		
Brooklyn Boys High School (1928)	Brooklyn 16, N. Y. C. ... (832 Marcy Ave.)	Alfred A. Tausk
Brooklyn Manual Training High School (1928)	Brooklyn 15, N. Y. C. ... (237 7th Ave.)	William M. Barlow
Brooklyn Technical High School (Boys) (1928)	Brooklyn 1, N. Y. C. (29 Fort Greene Place)	William Pabst
Bushwick High School ... (1928)	Brooklyn 27, N. Y. C. ... (400 Irving Ave.)	Milo F. McDonald, Ph.D.
Erasmus Hall High School (1928)	Brooklyn 26, N. Y. C. ... (911 Flatbush Ave.)	John F. McNeil, Ph.D.
James Madison High School (1928-30; 1936)	Brooklyn 29, N. Y. C. ... (3787 Bedford Ave.)	Max Newfield
Prospect Heights High School (Girls) (1928)	Brooklyn 25, N. Y. C. ... (883 Classon Ave. at Union St.)	Miss Edna Ficks
Thomas Jefferson High School .. (1928)	Brooklyn 7, N. Y. C. (399 Pennsylvania Ave. at Dumont Ave.)	Ludwig Kaphan

SCHOOL	LOCATION	HEAD
Pleasantville High School(1935)	Pleasantville	Harold Davey
Polytechnic Preparatory Country Day School, The (Boys)(1928)	Brooklyn 9, N. Y. C. (92nd St. & 7th Ave.)	J. Folwell Scull, Jr.
Port Washington Senior High School (1933)	Port Washington	William F. Merrill
Regis High School (Boys) ... (1928)	Manhattan 28, N. Y. C. .. (55 E. 84th St.)	Rev. Charles T. Taylor, S.J.
Rhodes School (1949)	Manhattan 19, N. Y. C. .. (11 W. 54th St.)	David Goodman
Riverdale Country School for Boys .. (1928)	Bronx 63, N. Y. C. (Fieldston Rd. & 252nd St., Riverdale-on-Hudson)	D. Earl Gardner
Riverdale Country School for Girls .. (1943)	Bronx 63, N. Y. C. (249th St. & Palisade Ave., Riverdale-on-Hudson)	Miss Miriam Denness Cooper
<i>Rochester Public High Schools:</i>		
Benjamin Franklin Junior-Senior High School(1934)	Rochester 5	Willard A. Sabin
Charlotte Junior-Senior High School (1928-32; 1934)	Rochester 12	Glenn M. Dennison
Edison Technical and Industrial High School (Boys)(1947)	Rochester 5	Howard S. Bennett
Jefferson Junior-Senior High School (1945)	Rochester 6	Arnold B. Swift
John Marshall High School ..(1928)	Rochester 13	Elmer W. Snyder
Madison High School(1939)	Rochester 11	Frank M. Jenner
Monroe High School(1929)	Rochester 7	Miss Mary A. Sheehar
Rochester—East High School (1928)	Rochester 7	William C. Wolgast
Rochester—West High School (1928)	Rochester 11	C. Willard Burt
Rockville Center Southside Junior-Senior High School(1946)	Rockville Center	J. Dale McKibben
Rye Country Day School(1928)	Rye	Morton Snyder
Rye Junior-Senior High School (1928-32; 1935)	Rye	Miss Elizabeth Jean Brown
Saint Agnes School for Girls ..(1932)	Albany 4	Miss Blanche Pittman
Saint John's Preparatory School (Boys)(1934)	Brooklyn 6, N. Y. C. ... (82 Lewis Ave.)	Rev. John P. Cotter, C.M.
Saint Joseph's Normal Institute (Boys) (High School Dept.)(1942)	Barrytown	Brother Augustine, F.S.C.
Saint Mary's School, Mount Saint Gabriel (Girls)(1928)	Peekskill	Miss Harriet S. Sheldon
Saint Paul's School (Boys) ... (1928)	Garden City	Rev. Ernest Sinfield
Saint Walburga's Academic School (Girls)(1928)	Manhattan 31, N. Y. C. .. (630 Riverside Drive)	Mother Mary Terence, S.H.C.J.
Scarborough School(1928)	Scarborough	Philip L. Garland
Scarsdale Junior-Senior High School .. (1942)	Scarsdale	Lester W. Nelson
Schenectady—Nott Terrace Senior High School(1943)	Schenectady 8	Roy E. Abbey
Sewanhaka High School(1935)	Floral Park	Harold W. Wright
	(Tulip & Covert Aves.)	

SCHOOL	LOCATION	HEAD
Sherburne Central Junior-Senior High School (1928)	Sherburne	Thomas M. Lotz
Spence School (Girls) (1935)	Manhattan 28, N. Y. C. .. (22 E. 91st St.)	Mrs. Dorothy Brockway Osborne
Staten Island Day School, The (1928)	Richmond Borough, N. Y. C. (45 Wall St., Staten Island 1, New Brighton)	Harold Ely Merrick
Stony Brook School, The (Boys) (1928)	Stony Brook	Frank E. Gaebelein, Litt.D.
Suffern School of the Holy Child (Girls) (1947)	Suffern	Mother Mary Ursula, S.H.C.J.
Trinity School (Boys) (1935)	(Lafayette Ave.) Manhattan 24, N. Y. C. .. (139 W. 91st St.)	Matthew Edward Dann
Tuckahoe Junior-Senior High School . (1938)	Tuckahoe 7	Edward A. Sinnott
Ursuline School of New Rochelle, The (Girls) (1930)	(Siwanoy Blvd.) New Rochelle	Mother Frances, O.S.U.
Valley Stream Central Junior-Senior High School (1934)	(1354 North Ave.) Valley Stream	Richard M. Udall
Walden School (1948)	Manhattan 2, N. Y. C. ... (1 W. 89th St.)	Vinal H. Tibbetts
Waverly Senior High School .. (1930)	Waverly	Clarke C. Gage
Wellsville Junior-Senior High School (1928)	(Elm St.) Wellsville	James H. Gambell
Woodmere Academy (1928)	Woodmere	Horace M. Perry, Ph.D.
Xavier High School, The, of the College of St. Francis Xavier (Boys) (1928)	Manhattan 11, N. Y. C. .. (30 W. 16th St.)	Rev. John J. Morrisson
PANAMA CANAL ZONE		
Balboa High School (1929)	Balboa Heights	Theodore F. Hotz
Cristobal Junior-Senior High School .. (1929)	(704 Roosevelt Ave.) Cristobal	Paul L. Beck
PENNSYLVANIA		
Abington Friends School (1935)	Jenkintown	Howard Bartram
Abington Township Senior High School (1928)	Abington	Eugene B. Gernert
Academy of the New Church—Boys Academy (1927-37; 1948)	Bryn Athyn	Rev. Karl R. Alden
Academy of Notre Dame de Namur (Girls) (1930)	(Second St. Pike) Villanova	Sister Marie Louis, S.N.D.deN., Ph.D.
Academy of the Sisters of Mercy (Girls) (1931)	Gwynedd Valley, Montg. Co. (Sumneytown Rd.)	Sister Mary de la Salle, S.M.
Agnes Irwin School, The (Girls) ... (1936)	Wynnewood	Mrs. Anne F. Bartol
Allentown Central Catholic High School (1944)	(Lancaster Pike & Clothier Rd.) Allentown	Rev. Henry J. Huesman
Allentown Senior High School (1932)	(4th & Chew Sts.) Allentown	Clifford S. Bartholomew
Altoona Senior High School .. (1931)	(17th & Turner Sts.) Altoona	Joseph N. Maddocks
Ambler Junior-Senior High School .. (1928)	Ambler	Clifford Kent Geary

SCHOOL	LOCATION	HEAD
Ambridge Senior High School (1931)	Ambridge (909 Duss Ave.)	Michael F. Serene
Aspinwall Junior-Senior High School (1930)	Pittsburgh 15 (4th St. & Virginia Ave., Aspinwall)	C. A. Sherman, Ed.D.
Avalon Junior-Senior High School ... (1930)	Pittsburgh 2 (721 California Ave., Avalon)	John C. Weichel
Avon-Grove Joint Consolidated Junior-Senior High School (1933)	West Grove (R.D.)	Hugh C. Morgan
Avonworth Junior-Senior High School (1934)	Pittsburgh 2 (200 Dickson Ave., Ben Avon)	Warren Hollenback
Baldwin School, The (Girls) (1928)	Bryn Mawr	Miss Rosamund Cross
Baldwin Township Junior-Senior High School (1943)	Pittsburgh 27 (376 Clairton Rd.)	Wilbert C. Brandtonies
Bangor Junior-Senior High School .. (1936)	Bangor 4	Donald B. Keat
Barrett Township High School (1937)	Cresco	Andrew W. Lewis
Beaver Falls Senior High School ... (1930)	Beaver Falls	J. Neal Mathews
Beaver Junior-Senior High School .. (1928)	Beaver	Charles S. Linn
Bedford Junior-Senior High School .. (1936)	Bedford	Arthur V. Townsend
Bellevue High School (1928)	Pittsburgh 2 (435 Lincoln Ave., Bellevue)	Robert H. Ruthart
Bensalem Township Junior-Senior High School (1932)	Cornwell Heights	Miss Cecelia Snyder
Bethlehem—Liberty Senior High School (1947)	Bethlehem	Charles A. Klein
Biglerville Junior-Senior High School (1928)	Biglerville	Leslie V. Stock
Birdsboro Junior-Senior High School (1950)	Birdsboro	John Herbein
Blairsville Junior-Senior High School (1929)	Blairsville	Ronald M. Coulter
Boyertown Junior-Senior High School (1933)	Boyertown	Lawrence E. Grim
Bradford Senior High School (1928)	Bradford	George A. Bell
Brentwood Junior-Senior High School (1943)	Brentwood Park, Pittsburgh 27 (3501 Brownsville Rd.)	Chandler B. McMillan, Ed.D.
Bridgeville Junior-Senior High School (1950)	Bridgeville	H. J. Colton
Bristol High School (1933)	Bristol	David L. Hertzler
Brookville Junior-Senior High School (1928)	Brookville	{C. P. Phillips Donald McKelvey
California Senior High School (1934)	California	William H. First
Camp Hill Junior-Senior High School (1928-33; 1943)	Camp Hill	Donald E. Enders
Canton Borough Junior-Senior High School (1928)	Canton	John P. Livezey
Carlisle Junior-Senior High School .. (1930)	Carlisle	Mark N. Burkhardt
Carson Long Institute (Boys) (1929)	New Bloomfield	Edward L. Holman
Cecilian Academy, The (Girls) (1942)	Philadelphia 19 (138-144 W. Carpenter's Lane)	Sister Agnes Isabel, S.S.J.

SCHOOL	LOCATION	HEAD
Chambersburg High School ..(1941)	Chambersburg	Ralph I. Schockey
Charleroi Senior High School (1929)	Charleroi	David L. Glunt
Cheltenham Township Senior High School	Philadelphia 17	Howard W. Fields
.....(1928)	(High School Rd. & Montgomery Ave., Elkins Park)	
Chester High School	Chester	Karl E. Agan
Clairton Senior High School ..(1928)	Clairton	Evert F. Stabler, Ph.D.
Clarion Joint Senior High School ...	Clarion	Walter J. Doverspike
.....(1950)		
Clarks Summit—Clarks Green Joint Junior-Senior High School (1928)	Clarks Summit	Arthur E. Minnier
Clearfield Senior High School (1936)	Clearfield	W. Howard Mead
Clifton Heights Junior-Senior High School	Clifton Heights	John J. Kushma
.....(1941)		
Coatesville Senior High School (1928)	Coatesville	William Muthard
Collingdale Senior High School (1934)	Collingdale	Harry H. Mercer
Convent School of the Sacred Heart (Girls)	Philadelphia 31	Mother M. McNally, R.S.C.J.
.....(1930)	(City Line & Haverford Rd., Overbrook)	
Convent School of the Sacred Heart, Eden Hall (Girls) (formerly Academy of the Sacred Heart) ..	Philadelphia 14	Mother Jean R. Levis, R.S.C.J.
.....(1928)	(Grant Ave. bel. Frankford, Torresdale)	
Coraopolis Senior High School (1929)	Coraopolis	Joseph E. Johnson
Crafton Borough Junior-Senior High School	Pittsburgh 5	Edwin B. Leaf
.....(1928)	(Crafton Blvd.)	
Darby Junior-Senior High School ...	Darby	J. Wallace Saner
.....(1928)		
Donora Senior High School ..(1950)	Donora	Andrew S. Sukel
Dormont High School	Pittsburgh 16	Clarence E. Glass
.....(1928)	(Annapolis Ave., Dormont)	
Downingtown Junior-Senior High School	Downingtown	Samuel M. Evans
.....(1935)		
Doylestown Borough Junior-Senior High School	Doylestown	Arthur T. Reese
.....(1929)		
DuBois Senior High School ..(1929)	DuBois	Elton J. Mansell
Duquesne Senior High School (1950)	Duquesne	Ray Y. Henry
.....(1950)	(South 3rd St.)	
East Donegal Township Junior-Senior High School	Maytown	J. Wade Bingeman, D.Ed.
.....(1947)		
East Greenville Junior-Senior High School	East Greenville	Mark H. Layser
.....(1950)		
East Pittsburgh Junior-Senior High School	East Pittsburgh	William A. McCune
.....(1936)		
East Stroudsburg Senior High School	East Stroudsburg	Ralph O. Burrows
.....(1935)		
East Washington High School (1928)	Washington	Arlton G. Grover
Easton Junior-Senior High School ..	Easton	Elton E. Stone
.....(1928)		
Ebensburg-Cambria High School ...	Ebensburg	E. M. Johnston
.....(1932)		
Ellis College (High School), Charles E. (Girls)	Newtown Square	Arnold E. Look, Ph.D.
.....(1936)		
Ellis School, The (Girls)(1928)	Pittsburgh 32	Miss Marjorie Llewellyn Tilley
.....(1928)	(5607 Fifth Ave.)	
Emmaus Junior-Senior High School ..	Emmaus	Allen F. Heller
.....(1950)	(525 North St.)	

SCHOOL	LOCATION	HEAD
Episcopal Academy, The (Boys) ... (1928)	Philadelphia 31 (City Line & Berwick Rd.)	Greville Haslam, L.H.D.
Erie Cathedral Preparatory School for Boys (1948)	Erie (225 W. 9th St.)	Msgr. Robert B. McDonald
<i>Erie Public High Schools:</i>		
Academy Junior-Senior High School (1928)	Erie (29th at State St.)	W. Edwin Coon
Erie East Junior-Senior High School (1930)	Erie (Brandes & Atkins Sts.)	Harold D. Leberman
Strong Vincent Junior-Senior High School (1931)	Erie (1330 W. 8th St.)	Hamilton C. Gillespie
Fleetwood Junior-Senior High School (1932)	Fleetwood	Matthew J. A. Smith
Ford City Junior-Senior High School (1930)	Ford City	Paul N. Marsh
Forty Fort Junior-Senior High School (1930)	Wilkes-Barre (Forty Fort)	Frank W. Walp
Freeland Mining and Mechanical Institute (Boys) (1929-31; 1936)	Freeland	Lambert E. Broad
George School (1928)	George School	Richard H. McFeely
Germantown Academy (Boys) (1928)	Philadelphia 44 (S. W. Cor. School Lane & Greene St.)	John Forbes Godman
Germantown Friends School .. (1928)	Philadelphia 44 (Germantown Ave. & Coulter St.)	Burton P. Fowler, Ped.D.
Gettysburg High School (1930)	Gettysburg	G. W. Lefever
Girard College (High School) (Boys) (1928)	Philadelphia 21 (Corinthian & Girard Aves.)	Wilfred B. Wolcott, Jr., Ph.D.
Glen-Nor Junior-Senior High School (1931)	Glenolden	Russell E. Bamberger
Greensburg High School (1930)	Greensburg	Samuel W. Jacobs
Grier School, The (Girls) ... (1928)	Tyrone	Thomas Campbell Grier Miss Ruth Rickey
Grove City High School (1949)	Grove City	Harland Jay Surrena
Hamburg Junior-Senior High School . (1936)	Hamburg	John N. Land
Hampton Township Junior-Senior High School (1949)	Allison Park	Clarence W. Clark
Hanover Senior High School .. (1948)	Hanover	Ray W. Gray
<i>Harrisburg Public High Schools:</i>		
John Harris Senior High School .. (1928)	Harrisburg (25th & Market Sts.)	Horace G. Geisel, Pd.D., Ed.D.
William Penn Senior High School .. (1928)	Harrisburg (6th & Division Sts.)	Francis G. Wilson
Hatboro Junior-Senior High School .. (1943)	Hatboro	Charles S. Jones
Hatfield Junior-Senior High School .. (1950)	Hatfield	E. B. Laudenslager
Haverford School, The (Boys) (1928)	Haverford	Leslie Richard Severinghaus
Haverford Township Senior High School (1928)	Havertown (Brookline, Upper Darby)	Oscar Granger
Hawley Senior High School .. (1936)	Hawley	Maurice Bobst
Hazleton Senior High School .. (1928)	Hazleton	Bruce F. Lamont
Hershey Industrial School (Boys) .. (1936)	Hershey (R.D. 2)	W. Allen Hammond

SCHOOL	LOCATION	HEAD
Mill School, The (Boys) (1928)	Pottstown	James I. Wendell
Holidaysburg Senior High School .. (1939)	Holidaysburg	Griff Jones
Holmquist School (Girls) (1930)	New Hope	Charles C. Johnson
Homestead Senior High School (1931-37; 1944)	Homestead	Dwight H. Conner
Honesdale High School (1940)	Honesdale	Paul Brock
Indiana Senior High School .. (1928)	Indiana	Jesse A. Lubold
Irwin Borough Junior-Senior High School (1949)	Irwin	John W. Clawson
Jeannette High School (1932)	Jeannette	John Maclay
Jenkintown Borough Junior-Senior High School (1930)	Jenkintown	Requa W. Bell
Johnstown Central Senior High School (1930)	Johnstown	Charles E. Boyer
	(Cor. Somerset & Napoleon Sts.)	
Kane High School (1928)	Kane	Paul R. Miller
Kennett High School (1938)	Kennett Square	W. Earle Rupert
Kingston High School (1932)	Kingston	Burton W. Hankey
Kiskiminetas Springs School, The (Boys) (1929)	Saltsburg	Lloyd M. Clark, D.Sc.Ed.
Kutztown Junior-Senior High School (1944)	Kutztown	Harry B. Yoder
La Salle High School (Boys) (1931)	Philadelphia 41	Brother F. George, F.S.C.
	(20th St. & Olney Ave.)	
Lancaster Catholic High School (1936)	Lancaster	Rev. Anthony F. Kane
	(650 Juliette Ave., Rossmere)	
Lancaster—John Piersol McCaskey Senior High School (1939)	Lancaster	Benjamin B. Herr
	(N. Reservoir St.)	
Lankenau School for Girls (1930-36; 1948)	Philadelphia 44	Sister Lydia Fischer
	(3201 W. Schoolhouse Lane)	
Lansdale Senior High School .. (1931)	Lansdale	Herman L. Bishop
Lansdowne Junior-Senior High School (1928)	Lansdowne	Joseph D. Moore
	(Essex & Green Aves.)	
Latrobe High School (1928)	Latrobe	Mark N. Funk
Lawrence Park Junior-Senior High School (1939)	Erie	Daniel V. Skala
	(Morse St., Lawrence Park)	
Lebanon Senior High School .. (1928)	Lebanon	Charles E. Gaskins
Leetsdale Borough Junior-Senior High School (1931)	Leetsdale	George V. Bedison
Lehighton High School (1932)	Lehighton	Daniel I. Farren
Lemoyne Junior-Senior High School .. (1950)	Lemoyne	George Hendricks
Lewisburg High School (1947)	Lewisburg	H. V. Heckart
Lewistown Junior-Senior High School (1936)	Lewistown	Ralph H. Maclay
Linden Hall School for Girls .. (1928)	Lititz	Byron K. Horne, D.D.
Lititz Borough Junior-Senior High School (1928)	Lititz	Melvin H. Brubaker
Lock Haven Senior High School (1931)	Lock Haven	Reagan I. Hoch
Lower Merion Senior High School .. (1931)	Ardmore	George H. Gilbert
McKeesport High School (1943)	McKeesport	Howard C. McElroy, Ph.D.
	(Bailey & Cornell Sts.)	
Mahanoy City Junior-Senior High School (1943)	Mahanoy City	Robert T. Cook
	(500 E. Center St.)	
Malvern Preparatory School (Boys) .. (1945)	Malvern	Rev. Francis L. Dennis, O.S.A.

SCHOOL	LOCATION	HEAD
Manheim Boro Junior-Senior High School (1928)	Manheim	Daniel W. Witmer
Manheim Township Junior-Senior High School (1935)	Neffsville	Arthur R. Ott
Manor-Millersville High School (1929)	Millersville	A. Landis Brackbill
Marywood Seminary for Girls (1928)	Scranton 9 (2300 Adams Ave.)	Sister Mary Kathleen, I.H.M.
Mater Misericordiae Academy (Girls) (1928)	Merion	Sister M. Annunciata, R.S.M.
Mauch Chunk Junior-Senior High School (1930)	Mauch Chunk (Centre & Pine Sts.)	Miss Mary F. Bevan
Mauch Chunk Township Junior-Senior High School (1928)	Nesquehoning (90 E. Catawissa St.)	Robert W. Steventon
Mechanicsburg Junior-Senior High School (1932)	Mechanicsburg	James G. Haggerty
Media Junior-Senior High School ... (1933)	Media	John K. Barrall
Mercersburg Academy, The (Boys) .. (1928)	Mercersburg	Charles Sanford Tippetts, Ph.D.
Mercyhurst Seminary (Girls) (1933)	Erie (501 E. 38th St.)	Sister Jean Marie, R.S.M.
Midland Junior-Senior High School .. (1928)	Midland	David A. Snyder
Milford Junior-Senior High School .. (1928)	Milford	Ira C. Markley
Millcreek Senior High School (1930)	Erie (R.D. 2)	Bruce A. Goodrich
Milton S. Hershey Junior-Senior High School (1935)	Hershey	George D. Lange
Minersville High School (1932)	Minersville	William J. Murphy
Mohnton Junior-Senior High School .. (1940)	Mohnton	Charles O. Metcalf
Monaca Senior High School .. (1939)	Monaca 1	Eudore G. Groleau
Monessen High School (1950)	Monessen (6th & Reed Ave.)	K. Fife Sterrett
Moon Township Junior-Senior High School (1948)	Coraopolis (R.D. 4)	J. Herbert Brooks
Moravian Preparatory School (1934)	Bethlehem (Heckewelder St.)	J. Walter Gapp
Moravian Seminary for Women (1942)	Bethlehem (87 W. Church St.)	Miss Naomi L. Haupt
Morrisville Junior-Senior High School (1932)	Morrisville	E. Leonard Caum
Mount Carmel Senior High School .. (1948)	Mount Carmel (3rd & Market Sts.)	Vincent W. McHail
Mount Joy Borough Junior-Senior High School (1928)	Mount Joy	Wilbur I. Beahm
Mount Lebanon Senior High School .. (1933)	Pittsburgh 16 (Cochran Rd., Mount Lebanon)	Joseph C. Keifer
Mount Penn Junior-Senior High School (1930)	Reading (25th & Filbert Sts., Mt. Penn)	Roscoe H. Ward
Mount Pleasant Junior-Senior High School (1933)	Mount Pleasant	C. Kensey Dillon
Mount Saint Joseph Academy (Girls) (1928)	Philadelphia 18 (Germantown & North-western Aves., Chestnut Hill)	Mother M. Carmela, S.S.J.

SCHOOL	LOCATION	HEAD
Mahlenberg Township Junior-Senior High School(1931)	Laureldale	Kermit H. Schmehl
Muncy-Muncy Creek Junior-Senior High School(1948)	Muncy	LaRue C. Williamson
Munhall Junior-Senior High School .. (1928)	Munhall	Max W. Wherry
Nazareth Senior High School (1937)	Nazareth	Lee A. Graver
Nether Providence Township Junior-Senior High School(1936)	Wallingford	Park A. Hess
New Cumberland Junior-Senior High School(1932)	New Cumberland	S. P. Bomgardner
New Holland Junior-Senior High School(1934)	New Holland	John T. Auld
New Kensington Junior-Senior High School(1928)	New Kensington	Harry B. Weaver
Newport Township Senior High School (1936)	Wanamie	Frank B. Shepela
Newtown—Council Rock Junior-Senior High School(1945)	Newtown	Norman Kratz
Norristown Senior High School (1928)	Norristown	Miss Emma E. Christian
	(Markley St. & Coolidge Blvd.)	
North East Joint High School (1937)	North East	E. C. Davis
North Wales Junior-Senior High School(1942)	North Wales	Miss Sydney E. Myers
Northampton Senior High School ... (1932)	Northampton	Norman A. Laub
Ogontz School for Girls(1931)	Rydal	Otis C. Severance
	(Woodland Ave.)	
Oil City Senior High School ..(1949)	Oil City	Carl H. Townsend
Oley Township Junior-Senior High School(1940)	Oley	Frederick H. Stauffer
Otto Junior-Senior High School (1938)	Duke Centre	Arthur E. Wilmarth
Our Lady of Mercy Academy (Girls) (1941)	Pittsburgh 13	Sister M. Gerald, R.S.M.
	(3333 5th Ave.)	
Palmerton Junior-Senior High School (1928)	Palmerton	Donald W. Denniston
Penn Hall Preparatory School (Girls) (1928)	Chambersburg	Sarah W. Briggs, Ph.D.
	(1455 Phila. Ave.)	
Pennsylvania Military Preparatory School (Boys) ..(1929-44; 1948)	Chester	Chester A. Sloat
	(14th & Chestnut Sts.)	
Perkiomen School for Boys ... (1928)	Pennsburg	Albert E. Rogers
Philadelphia Friends Central School . (1928)	Philadelphia 31	Eric W. Johnson
	(68th St. & City Line)	
Philadelphia Friends Select School .. (1928)	Philadelphia 3	Harris G. Haviland
	(17th St. & Parkway)	
<i>Philadelphia Public High Schools:</i>		
Benjamin Franklin High School (Boys)(1941)	Philadelphia 30	I. Lewis Horowitz, Ph.D.
	(Broad & Green Sts.)	
Frankford Senior High School (1928)	Philadelphia 24	John W. Hitner
	(Oxford Ave. & Wakeling St.)	
Germantown Senior High School .. (1928)	Philadelphia 44	Charles R. Nichols
	(Germantown Ave. & High St.)	
John Bartram Senior High School .. (1941)	Philadelphia 42	Wesley E. Scott
	(67th St. & Elmwood Ave.)	

SCHOOL	LOCATION	HEAD
Kensington Senior High School for Girls(1928)	Philadelphia 25 (Amber & Cumberland Sts.)	Mrs. Marie K. Longshore
Olney High School(1932)	Philadelphia 20 (Front St. & Duncannon Ave.)	Andrew S. Haines
Overbrook Senior High School ... (1928)	Philadelphia 31 (59th St. & Lancaster Ave.)	William M. Clime
Philadelphia Central High School (Boys)(1928)	Philadelphia 41 (Ogontz & Olney Aves.)	William H. Cornog, Ph.D.
Philadelphia High School for Girls (1928)	Philadelphia 30 (17th & Spring Garden Sts.)	Miss Helen C. Bailey
Philadelphia Northeast Senior High School (Boys)(1928)	Philadelphia 33 (8th St. & Lehigh Ave.)	Charles A. Young
Philadelphia Standard Evening High School(1947)	Philadelphia 30 (Broad & Green Sts.)	Joseph Zuckor
Roxborough Senior and Junior High School(1928)	Philadelphia 28 (Ridge Ave. & Fountain St.)	Luther F. Waidelich, Ped.D.
Simon Gratz Senior High School .. (1930)	Philadelphia 40 (17th & Luzerne Sts.)	E. Carl Werner, Ph.D.
South Philadelphia Senior High School for Boys(1928)	Philadelphia 48 (Broad & Jackson Sts.)	Matthias H. Richards
South Philadelphia Senior High School for Girls (1928-37; 1942)	Philadelphia 48 (2101 S. Broad St.)	Elmer Field, Ed.D.
West Philadelphia Senior High School(1928)	Philadelphia 39 (48th & Walnut Sts.)	Walter Roberts
William Penn High School for Girls (1928)	Philadelphia 30 (15th & Wallace Sts.)	Miss Amanda Streeper, 2d
<i>Philadelphia Roman Catholic Diocesan High Schools:</i>		
John W. Hallahan Catholic Girls High School(1929)	Philadelphia 3 (19th & Wood Sts.)	Sister Mary Rita Edward, I.H.M.
Little Flower Catholic High School for Girls(1945)	Philadelphia 40 (10th & Lycoming Sts.)	Sister Mary Daniel, S.S.J.
Notre Dame Catholic Girls High School(1947)	Moylan-Rose Valley ... (Manchester Ave.)	Sister Elise S.H., S.N.D. deN.
Philadelphia Northeast Catholic High School for Boys ..(1936)	Philadelphia 24 (Kensington & Torresdale Aves.)	Rev. Edward F. Smith, O.S.F.S.
Philadelphia Roman Catholic High School (Boys)(1928)	Philadelphia 7 (301 N. Broad St.)	Rev. John A. Cartin
Philadelphia Southeast Catholic High School for Boys ..(1939)	Philadelphia 47 (7th & Christian Sts.)	Rev. Julian C. Resch, O. Praem.
Saint Thomas More Catholic Boys High School(1947)	Philadelphia 31 (47th & Wyalusing Ave.)	Rev. Joseph G. Cox
West Philadelphia Catholic Girls High School(1930)	Philadelphia 39 (45th & Chestnut Sts.)	Mother M. Irmina, I.H.M.
West Philadelphia Catholic High School for Boys(1932)	Philadelphia 39 (49th & Chestnut Sts.)	Brother E. Paul, F.S.C.
Phoenixville Senior High School (1928)	Phoenixville	Martin H. Cronlund
Pine Grove Borough Junior-Senior High School(1947)	Pine Grove	Miss Mabel M. Greenawalt
Pittsburgh Central District Catholic High School (Boys)(1932)	Pittsburgh 13 (4720 Fifth Ave.)	Brother E. Anthony, F.S.C.

SCHOOL	LOCATION	HEAD
<i>Pittsburgh Public High Schools:</i>		
Allegheny Senior High School (1929)	Pittsburgh 12 (810 Sherman Ave.)	Roy T. Mattern
Carrick Junior-Senior High School (1928)	Pittsburgh 10 (125 Parkfield St.)	Roy J. Mathias
David B. Oliver Junior-Senior High School (1928)	Pittsburgh 12 (2200 Brighton Rd., N.S.)	Frank H. Herrington
Fifth Avenue Junior-Senior High School (1928)	Pittsburgh 19 (1800 Fifth Ave.)	James E. Shannon
George Westinghouse Junior-Senior High School (1928)	Pittsburgh 8 (Murtland Ave. & Monticello St.)	Clark B. Kistler
Peabody High School (1928)	Pittsburgh 6 (N. Beatty & Margaretta Sts.)	Donald Edwin Miller
Perry Junior-Senior High School .. (1928)	Pittsburgh 14 (Perrysville Ave. & Semicir St.)	David R. Douglass
Pittsburgh South Junior-Senior High School (1928)	Pittsburgh 3 (S. 10th & Carson Sts.)	Chester L. Sterling
Samuel P. Langley Junior-Senior High School (1928)	Pittsburgh 4 (Sheraden Blvd., Char-tiers & Robina Sts.)	James W. Mates, Ed.D.
Schenley High School (1928)	Pittsburgh 13 (Bigelow Blvd. & Center Ave.)	Bernard J. McCormick
South Hills High School (1928)	Pittsburgh 11 (Ruth & Eureka Sts.)	Fred W. Glaser
Taylor Allderdice Junior-Senior High School (1931)	Pittsburgh 17 (Shady & Forward Aves.)	James D. McClymonds
Port Allegany Senior High School .. (1933)	Port Allegany	Fred N. Hardy
Pottstown Senior High School (1932)	Pottstown (Penn & Chestnut Sts.)	Harry L. Smith
Pottsville Junior-Senior High School .. (1930)	Pottsville	Miles S. Kiehner
Prospect Park Borough Junior-Senior High School (1933)	Prospect Park	Russell L. Williams
Punxsutawney Junior-Senior High School (1947)	Punxsutawney	Nelson H. Boyd
Quakertown Junior-Senior High School (1932)	Quakertown	Amos Franklin Hunsberger
Radnor Township Junior-Senior High School (1928)	Wayne	Miss Mary H. Carter
Ravenhill Academy of the Assumption (Girls) (1950)	Philadelphia 44 (3480 W. Schoolhouse Lane)	Rev. Mother Frances Margaret, C.A.
Reading Central Catholic High School (1948)	Reading (Hill Rd. & Clymer St.)	Rev. Charles L. Allwein
Reading Senior High School .. (1928)	Reading (13th & Douglass Sts.)	Earl A. Master
Red Lion Junior-Senior High School (1928)	Red Lion	Edgar C. Moore
Ridley Park Junior-Senior High School (1929)	Ridley Park	David H. Bining
Ridley Township Junior-Senior High School (1948)	Folsom	Ralph B. Sharer
Rochester Senior High School (1928)	Rochester	Fenton H. Farley

SCHOOL	LOCATION	HEAD
Royersford Junior-Senior High School (1933)	Royersford	Thomas D. Evans, Jr.
Saint Benedict Academy (Girls) (1928)	Erie (345 E. 9th St.)	Sister M. Theophane, O.S.B.
Saint John Kanty College High School (Boys) (1928)	Erie (3002 E. 38th St.)	Rev. John L. Janowski, C.M.
Saint Joseph's College High School (Boys) (1928)	Philadelphia 21 (18th & Thompson Sts.)	Rev. Samuel R. Pitts, S.J.
Saint Leonard's Academy of the Holy Child (Girls) (1930)	Philadelphia 4 (3833 Chestnut St.)	Mother Mary Celestine, S.H.C.J.
Saint Mary's Academy (Girls) (1937)	Philadelphia 41 (5401 Old York Rd.)	Mother M. Teresa Vincent, S.S.J.
Saint Mary's Catholic High School .. (1932)	Saint Marys	Rev. James Imhof, O.S.B.
Saint Rosalia High School (Girls) .. (1938)	Pittsburgh 7 (411 & 430 Greenfield Ave.)	Sister M. Demetrius, I.H.M.
Saint Vincent Preparatory School (Boys) (1944)	Latrobe	Rev. Egbert Donovan, O.S.B.
Sayre Junior-Senior High School ... (1932)	Sayre	Judson F. Kast
Scranton Central High School (1928)	Scranton 10 (Vine St. & Washington Ave.)	Albert T. Jones
Sellersville-Perkasie Joint Junior-Senior High School (1932)	Perkasie	Howard M. Nase
Sewickley High School (1931)	Sewickley	W. Henry Beighlea
Shady Side Academy (Boys) .. (1928)	Pittsburgh 15 (Fox Chapel Rd.)	Rev. Erdman Harris
Shaler High School (1946)	Glenshaw	Miss Mary Ruth Jeffery
Shamokin Junior-Senior High School (1950)	Shamokin	F. L. Vosburgh
Sharon High School (1950)	Sharon (Case Ave.)	Stanley N. Currier
Sharon Hill Junior-Senior High School (1934)	Sharon Hill	Hugh K. Johnston
Sharon Hill School of the Holy Child Jesus (Girls) (1929)	Sharon Hill	Mother Mary Henry, S.H.C.J.
Shillington Junior-Senior High School (1929)	Shillington	Luther A. Weik
Shipley School, The (Girls) .. (1928)	Bryn Mawr	Miss Margaret Bailey Speer
Shippensburg Senior High School ... (1945)	Shippensburg	Charles B. Derick
Slippery Rock Campus Junior-Senior High School of the Slippery Rock State Teachers College .. (1935)	Slippery Rock	John P. Bier
Solebury School for Boys (1931)	New Hope	William P. Orrick
Souderton Junior-Senior High School (1935)	Souderton	L. P. Rosenberger
Southmont Junior-Senior High School (1939)	Johnstown (307 State St., Southmont Boro)	Wilbur C. Wolf
Spring City Junior-Senior High School (1939)	Spring City	Charles H. Wise
Springfield Township Junior-Senior High School of Delaware County (1937)	Media (Leamy Ave. & Rolling Rd., Springfield)	Richard K. Smith
Springfield Township Junior-Senior High School of Montgomery County (1928)	Philadelphia 18 (Hillcrest Ave., east of Bethlehem Pike)	Richard C. Ream

SCHOOL	LOCATION	HEAD
Springside School (Girls)(1934)	Philadelphia 18 (Norwood & E. Chestnut Aves.)	Miss Eleanor E. Potter
State College High School(1940)	State College	Theodore R. Kemmerer
Steelton Junior-Senior High School .. (1928)	Steelton	C. W. Eisenhart
Stevens School for Girls(1930)	Philadelphia 44 (143 W. Walnut Lane)	Mrs. Mildred Swan Borden
Stroudsburg Junior-Senior High School (1928)	Stroudsburg	Earl F. Groner
Sunbury Senior High School ..(1934)	Sunbury	Paul K. Jarrett
Swarthmore Junior-Senior High School (1928)	Swarthmore	G. Baker Thompson
Swissvale Senior High School (1928)	Swissvale	L. M. Douglas
Tarentum Junior-Senior High School (1928)	Tarentum	Charles C. Stoops
Temple University High School (1928)	Philadelphia 21 (1417 Diamond St.)	Hugh Ernest Harting
Titusville Senior High School (1932)	Titusville	Erwin F. Bitters
Towanda Junior-Senior High School (1948)	Towanda	Loyd M. Trimmer
Tredyffrin-Easttown Joint Senior High School(1928)	Berwyn	Wallace S. Brey
Troy Junior-Senior High School ... (1929)	Troy	William Ralph Croman
Tunkhannock Borough Junior-Senior High School(1928)	Tunkhannock	Miss Helen Crompton
Turtle Creek Senior High School ... (1944)	Turtle Creek	F. Loyd Hazleton
Uniontown Senior High School (1933)	Uniontown	R. D. Mosier
Upper Darby Senior High School ... (1928)	Upper Darby	James E. Nancarrow, D.Ed.
Upper Merion Township Junior-Senior High School(1945)	Bridgeport, R.D. 1	Robert R. Strine
Upper Moreland Township Junior- Senior High School(1946)	Willow Grove	I. Newton Cowan
Valley Forge Military Academy (Boys)(1932)	Wayne	Major Gen. Milton G. Baker
Villa Maria Academy (Girls) (1932)	Erie (W. 8th St.)	Sister Emilene, S.S.J.
Villa Maria Academy (Girls) (1928)	Malvern	Sister Mary Catherine Louise, I.H.M.
Villa Maria High School (Girls) ... (1928)	Villa Maria	Sister Mary Honora, S.H.H.M.
Warren Senior High School ..(1928)	Warren	Floyd W. Bathurst
Waynesboro Senior High School (1942)	Waynesboro	Paul E. Shull
Wellsboro Junior-Senior High School (1935)	Wellsboro	Rock L. Butler
West Chester Senior High School ... (1929)	West Chester	B. Reed Henderson
West Reading Junior-Senior High School(1928)	West Reading	Edwin B. Yeich
West View Junior-Senior High School (1948)	Pittsburgh 29 (Chalfonte & Perry Highway)	Robert F. Jordan
West York Junior-Senior High School (1928)	York (1731 W. Phila. St.)	Palmer E. Poff

SCHOOL	LOCATION	HEAD
Westmont-Upper Yoder High School (1928)	Johnstown (827 Diamond Blvd. at Luzerne St.) (formerly 10th Ave. & Luzerne St.)	John S. Peifer
Westtown School (1928)	Westtown	James F. Walker
Wilkes-Barre Day School for Girls .. (1928-43; 1950)	Wilkes-Barre P. O. (1560 Wyoming Ave., Forty Fort)	Jackson Bird
<i>Wilkes-Barre Public High Schools:</i>		
Elmer L. Meyers Junior-Senior High School (1933)	Wilkes-Barre (Carey Ave.)	J. Franck Dennis
G. A. R. Memorial Junior-Senior High School (1930)	Wilkes-Barre (S. Sherman & Lehigh Sts.)	Stanley R. Henning
James M. Coughlin High School .. (1928)	Wilkes-Barre (N. Washington St.)	John Henry Super
Wilkesburg Senior High School (1930)	Pittsburgh 21 (747 Wallace Ave., Wilkesburg)	Floyd Harley Carson
William Penn Charter School (Boys) (1928)	Philadelphia 44 (School Lane & Fox St.)	John Flagg Gummere, Ph.D.
Williamsport Senior High School ... (1928)	Williamsport 19 (1046 W. 3rd St.)	Leroy F. Derr, D.Ed.
Wilson Borough Junior-Senior High School (1928)	Easton (22nd St. & Washington Blvd., Borough of Wilson)	J. Harry Dew
Wilson Junior-Senior High School of Spring Township (1945)	West Lawn	B. Anton Hess
Wyoming Seminary (1928)	Kingston	Wilbur H. Fleck
Wyomissing Junior-Senior High School (1928)	Wyomissing	Allen W. Rank
Yeadon Junior-Senior High School .. (1939)	Lansdowne P. O. (Baily Rd. & Cypress St., Yeadon)	Oliver C. Kuntzleman, Ed.D.
York—William Penn Senior High School (1928)	York (Beaver St. & College Ave.)	Edward A. Glatfelter, Ed.D.
SWITZERLAND		
International School of Geneva (1936)	Geneva (La grande Boissiere, 62 route de Chêne)	F. Alfred Roquette

N.B.: In case the headship of a school changes prior to next December first, please notify us.

MEMBERSHIP ORGANIZATIONS

JANUARY 1, 1950

ORGANIZATION	LOCATION	HEAD
Baltimore City Department of Education	Baltimore, Md.	William H. Lemmel, Supt.
Delaware Department of Public Instruction	Dover, Del.	George W. Miller, Jr.
Elizabeth Department of Education ..	Elizabeth, N. J.	J. Harry Adams, Supt.
High School Principals Association ..	New York City	Mary Ellen Meade
	(345 E. 15th St.)	
Jersey City Superintendent of Schools	Jersey City, N. J.	James E. Reynolds
New Jersey Department of Public Instruction	Trenton, N. J.	Paul Loser
Pennsylvania State Department of Public Instruction	Harrisburg, Pa.	Francis B. Haas
State Department of Education	Baltimore, Md.	Thomas G. Pullen, Jr.
University of the State of New York	Albany, N. Y.	Francis T. Spaulding

HONORARY MEMBERS

William A. Wetzel	12 Belmont Circle	Trenton, N. J.
Frederick C. Ferry	324 Hart St.	New Britain, Conn.
George Wm. McClelland	Univ. of Pennsylvania ..	Philadelphia, Pa.
Stanley R. Yarnall	5337 Knox St.	Philadelphia, Pa.
Charles H. Breed	Upper Lake Mohawk ..	Sparta, N. J.
William E. Weld	c/o Wells College	Aurora, N. Y.
George A. Walton	20 S. 12th St.	Philadelphia, Pa.
Richard M. Gummere	Harvard University	Cambridge, Mass.
David E. Weglein	2610 N. Charles St.	Baltimore, Md.
W. Wistar Comfort	Haverford College	Haverford, Pa.



